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NATIONAL OCCUPATIONAL STANDARDS

For the Canadian Tourism Industry

FOOD AND BEVERAGE SERVER



**ALBERTA
TOURISM
EDUCATION
COUNCIL**

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Alberta Culinary Arts
Foundation

Alberta Education

Alberta Hotel Association

Alberta Restaurant and
Foodservices Association

Motel Association of Alberta

Tourism Industry Association
of Alberta

Alberta Tourism,
Parks and Recreation

Alberta Career Development
and Employment

Alberta Advanced Education

Council of Presidents
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Alberta Vocational Colleges

Universities Coordinating
Council

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▼ **FORWARD**

This document contains standards for the skills, knowledge and attitudes which the industry deems necessary for effective performance in the occupation of food and beverage servers.


These standards have been developed by dedicated professionals working in the tourism industry. They consider that the success of the industry and the success of the people who work in it depends on providing a consistent, high quality level of service to the public. These standards will provide a guide to managers, employees, educators and others for the development of professionalism and therefore an industry workforce that can provide tourism and hospitality services of the highest quality. The standards will also provide the base for certification programs which will recognize the competence of certified individuals.

National and provincial/territorial industry associations have formed the Tourism Industry Standards and Certification Committee (TISCC) to co-ordinate the development of standards and certification in Canada. Committee members ensure that their collective resources are dedicated to the establishment of one set of standards for each occupation in the tourism industry and the validation of those standards by industry representatives from across Canada.

This standards document for food and beverage servers was initially produced by the Alberta Tourism Education Council. Subsequently, these standards were updated for the Tourism Standards Consortium (Western Canada). The standards have now been validated by a majority of the members of TISCC, through a co-operative development process, and thus are considered to be national standards.

The support and assistance of Employment and Immigration Canada and the Tourism Branch of Industry, Science and Technology is gratefully acknowledged.

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▼ INTRODUCTION

The largest industry in the world is tourism, employing one in every fourteen people. It is Alberta's third largest industry, generating billions of dollars of revenue every year and creating an estimated 100,000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220,000 jobs for Albertans. The diversity and rapid growth of this industry will have a tremendous impact on the entire economy.

Tourism involves the participation of area residents, businesses, agencies and educational institutions, all of whom play an integral part in providing services and products to visitors to ensure a pleasant and satisfying experience.

The tourism industry is multi-dimensional and encompasses eight sectors:

- | | |
|-------------------------------------|----------------------|
| 1) Accommodation | 5) Food and Beverage |
| 2) Adventure Tourism and Recreation | 6) Tourism Services |
| 3) Attractions | 7) Transportation |
| 4) Events and Conferences | 8) Travel Trade |

Food and beverage servers are an essential part of the food and beverage tourism sector and are therefore part of the success of the industry in general. Professional food and beverage servers have the opportunity to make a positive impact not only within their own specific profession, but also on the tourism industry and economy as a whole.

The Alberta Tourism Education Council (ATEC) exists to stimulate and integrate the resources of industry, government and education to meet the present and future education and training needs of Alberta's tourism industry. To achieve this, ATEC, along with the Manitoba Tourism Education Council, the Saskatchewan Tourism Education Council and the Pacific Rim Institute of Tourism, is involved in a project called the Tourism Standards Consortium (TSC). The mandate of TSC is to co-operatively develop standards and certification for the tourism industry of western Canada. Over the next three years, TSC will develop new standards as well as revise and validate existing standards. In addition, standards-based certification will be developed as requested by industry.

If you would like more information on how you can benefit from these certification standards, please call or write:

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▼ STANDARDS OVERVIEW

WHAT ARE STANDARDS?

Standards are statements outlining the knowledge and performance required of an individual to be considered competent in an occupation.

WHY DEFINE STANDARDS?

Central to the mandate of the Tourism Standards Consortium is the enhancement of the image of hospitality within both the industry and the general public. Defining standards is one way to help increase understanding of the broad range of skills required of those working within this industry.

HOW ARE STANDARDS DEVELOPED?

These standards were developed by industry professionals across Canada's four western provinces. These individuals volunteered their time and expertise to provide a complete description of the skills, attitudes and knowledge required for this occupation. Each province had two committees consisting of individuals working in the industry: an initial committee of 10-12 industry professionals which met to determine the content of the standards, as well as a larger committee of another 30-40 professionals which, after receiving the draft version of the standards, commented on the content by mail. All comments were addressed at a second meeting of the original committee and once the content was agreed upon, the final version was printed.

WHO BENEFITS FROM STANDARDS?

Eventually, all will benefit from the monitoring of performance in relation to industry standards. As standards gain recognition, industry professionals will be able to increase their skills and knowledge and be recognized for their abilities. This will benefit local and visiting consumers and increase satisfaction within the hospitality and tourism industries.

Specific groups who can benefit from standards are:

Industry Professionals

- standards help identify career paths
- standards enhance public image
- standards provide a basis for challenge, self-improvement and advancement
- standards provide the basis for certification, based upon competent performance

Employers and Owners

- standards define areas where employees must be proficient, which assists in recruiting, training and development of staff
- standards will provide employers and owners with a highly trained work force, which can increase productivity and decrease costs incurred by high staff turnover, translating into an improved bottom line

Educators

- standards provide the basis for curriculum and program development
- standards identify areas where educational expertise is needed and applicable

Students

- standards help to promote the tourism industry as a viable and fulfilling career choice
- standards clarify career options within the tourism industry

HOW ARE STANDARDS READ?

Major Categories are located in the outer margins. These indicate the general skill area within the occupation.

Skills are located in the left-hand column. These indicate abilities professionals must have to fulfil the requirements of the occupation properly.

Standards are located in the right-hand column. These specify what a professional must know, and how to apply this knowledge to the skill.

The centre column identifies the standard as either a:

- **K (knowledge task)** - what a professional must know to be considered competent in a skill, or a
- **P (performance task)** - what a professional must demonstrate to be considered competent in a skill, based on the requirements as stated in the knowledge standard.

HOW DO STANDARDS RELATE TO THE CERTIFICATION PROCESS?

Standards are used as the basis for the implementation of a three-step certification process for industry personnel. The initial step is a written examination which, when successfully completed, is followed by a performance checklist, completed in the workplace. The third step is an industry evaluation conducted by a certified, trained Tourism Standards Consortium evaluator.

HOW DOES 'HOUSE POLICY' RELATE TO STANDARDS?

The Tourism Standards Consortium recognizes that an establishment may have internal policies that affect the way in which a skill is performed. By learning or demonstrating an accepted generic standard, the certified professional gains the advantage of greater job mobility, as well as an appreciation of other ways of accomplishing tasks.

House policy does not replace the generic standard; rather, it allows the evaluator to determine if performance is to the standard or follows a particular house policy. The evaluator will not fail candidates for following policies of their establishments in order to successfully complete both the written and industry evaluations.

▼ CAREER DEVELOPMENT

DEFINITION:

A **food and beverage server** is a professionally qualified service attendant who exceeds guests' expectations and ensures satisfaction by providing food and beverage service using interpersonal skills and product knowledge. Duties may include order taking, food and beverage service, cleaning and setting of tables, station maintenance, presentation of check to guests and processing of payments.

RECOMMENDED COURSES for professional development include:

- Alberta Server Intervention Program (ASIP)
- safe food handling course, e.g. FoodSafe
- first aid course, e.g. Red Cross, St. John Ambulance

NOTE: These standards are based on American five course service.

▼ ACKNOWLEDGEMENTS

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Alberta Restaurant and Foodservices
Association

Alberta Tourism, Parks and Recreation

Vancouver Community College

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We apologize if we have overlooked any contributors to this project. Please let us know if you are aware of any omissions.

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Alberta Restaurant and
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**TOURISM
STANDARDS
CONSORTIUM**
(Western Canada)



FOOD AND BEVERAGE SERVER STANDARDS

Note: Regulations in the standards are only excerpts and are not complete. Therefore, where reference is made to legislation, the reader is expressly advised to consult the original legislation, and to obtain further advice as required.

**SKILL 1:
EXHIBIT
PROFESSIONAL
APPEARANCE**

1.1 exhibit professional appearance

- | | |
|----------|--|
| K | <p>outline how to exhibit professional appearance:</p> <ul style="list-style-type: none"> a) maintain personal hygiene: <ul style="list-style-type: none"> • keep hair, hands and nails neat and clean, e.g. free of dirt and stains • keep hands away from hair and face • wash hands with soap frequently, e.g. after breaks • keep teeth clean, e.g. have fresh breath • control body odour, e.g. bathe regularly b) maintain uniform: <ul style="list-style-type: none"> • clean and press uniform • ensure buttons are attached • keep shoes clean and in good repair • wear hosiery, e.g. nylons, dress socks c) apply fragrances and make-up sparingly d) maintain good posture, e.g. stand erect e) pick up feet when walking, e.g. do not shuffle f) keep hands out of pockets g) do not chew gum or food within view of guests |
|----------|--|

P	<p>exhibit professional appearance as outlined above</p>
----------	--

**A.
INTERPERSONAL
SKILLS**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 2: EXHIBIT PROFESSIONAL ATTITUDE

2.1 outline importance of personal and professional development

K outline importance of personal and professional development:

- a) provides enhanced and consistent guest service
- b) shows commitment to job
- c) increases knowledge
- d) builds positive attitude
- e) develops service attitude
- f) improves skills and abilities

2.2 participate in personal and professional development

K outline how to participate in personal and professional development:

- a) participate in staff meetings and in-house training sessions, e.g. provide input
- b) share knowledge and skills with co-workers
- c) be open-minded, e.g. be receptive to new ideas, change, constructive criticism
- d) develop leadership skills, e.g. take initiative, solve problems

A. INTERPERSONAL SKILLS

2.3 describe impact of a positive attitude

P participate in personal and professional development as outlined above

K describe impact of a positive attitude:

- a) makes one feel good about self and others:
 - builds confidence
- b) encourages optimism
- c) increases job satisfaction
- d) creates positive experience for guests and co-workers
- e) encourages repeat business
- f) promotes teamwork

**SKILL 2:
EXHIBIT
PROFESSIONAL
ATTITUDE**

**2.4 exhibit service
attitude**

- | | |
|----------|--|
| K | <p>describe how to exhibit service attitude:</p> <ul style="list-style-type: none"> a) make guests' satisfaction a priority: <ul style="list-style-type: none"> • be consistent; always give quality service • do not argue with guests b) be people oriented: <ul style="list-style-type: none"> • be friendly: <ul style="list-style-type: none"> - greet guests - be cheerful, fitting to the situation - smile • be diplomatic, e.g. handle potentially embarrassing situations discreetly • treat all guests equally, e.g. speak directly to children • be perceptive: <ul style="list-style-type: none"> - be sensitive to guests' needs and desires, e.g. cultural differences or religious beliefs c) take initiative: <ul style="list-style-type: none"> • anticipate guests' needs and act on them, for example: <ul style="list-style-type: none"> - refill coffee cups - greet guest before they greet you d) represent guests' needs: <ul style="list-style-type: none"> • relay special guest requests to kitchen, bar or front desk e) be honest about products: <ul style="list-style-type: none"> • respond to guests' questions accurately and tactfully, e.g. if guest asks whether you bake your own cheesecake, reply that it tastes homemade because it is purchased fresh daily • give information to guests and seek assistance if necessary f) be prepared to perform duties: <ul style="list-style-type: none"> • arrive at work on time and in proper uniform |
|----------|--|

**A.
INTERPERSONAL
SKILLS**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 2: EXHIBIT PROFESSIONAL ATTITUDE

2.4 cont'd

- be energetic, e.g. alert and well-rested
- do not work while under influence of alcohol and/or other drugs
- have necessary tools available, e.g. pen or pencil
- g) take pride in facility:
 - realize that business success depends on customer satisfaction
 - be concerned with overall appearance, for example, notify management of:
 - tears in carpet
 - littered parking lot
 - dirty washrooms
 - promote facility, for example:
 - speak highly of establishment to others
 - outline amenities and services available, e.g. braille menus, wheelchair access
 - discuss special features, e.g. upcoming promotions
- h) do not discuss personal or work issues with other staff within proximity of guests
- i) be willing to provide information about local area when asked, e.g. transit, bank, theatre, special events; seek assistance if necessary

P exhibit service attitude as outlined above

A.
INTERPERSONAL
SKILLS

**SKILL 2:
EXHIBIT
PROFESSIONAL
ATTITUDE**

2.5 be informed about establishment

- | | |
|----------|---|
| K | outline how to be informed about establishment: <ul style="list-style-type: none"> a) refer to employee handbook or consult supervisor to determine: <ul style="list-style-type: none"> • policies and procedures, for example: <ul style="list-style-type: none"> - dress code - staff conduct - procedure for guest walkouts • background information, for example: <ul style="list-style-type: none"> - date established - names of owners - other locations • hours of operation • layout of facility, for example: <ul style="list-style-type: none"> - exits - washrooms - coat check - supply room b) read boards, attend meetings or consult supervisor to keep up-to-date on activities and special promotions, e.g. daily specials, happy hours, themes |
|----------|---|

P	be informed about establishment as outlined above
----------	---

**A.
INTERPERSONAL
SKILLS**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 3: DEVELOP COMMUNICATION SKILLS

3.1 define nonverbal
communication

K define nonverbal communication:

messages sent and received through
appearances and behaviours, for
example:
a) hand shake
b) eye contact
c) grooming
d) body language, e.g. posture,
gesture, facial expressions
e) tone of voice
f) distance between speaker and
listener, e.g. comfort zone between
server and guest

3.2 communicate effectively

K outline how to communicate effectively:

a) use verbal communication skills, for
example:
• pronounce words clearly
• speak at moderate pace
• speak loudly enough to be
heard; do not shout, e.g. do not
speak loudly to guests with
disabilities
• do not use slang, profanity,
industry jargon or complex
language
b) use non-verbal communication skills,
e.g. maintain comfortable distance
between server and guest
c) seek assistance when
communication barriers exist,
e.g. with foreign language speakers,
the deaf

P communicate effectively as outlined
above

A.
INTERPERSONAL
SKILLS

**SKILL 3:
DEVELOP
COMMUNICATION
SKILLS**

3.3 identify importance of listening

K

identify importance of listening:

- a) to understand message
- b) to determine speaker's needs
- c) to acknowledge value of speaker's message

3.4 listen actively

K

outline how to listen actively:

- a) make eye contact with speaker
- b) show interest in what is being said, for example:
 - lean slightly forward
 - do not interrupt
 - acknowledge with nod or smile
- c) confirm understanding by repeating message in own words
- d) be non-judgemental

P

listen actively as outlined above

3.5 establish rapport with guests

K

outline how to establish rapport with guests:

- a) acknowledge guests' presence upon arrival by making eye contact or by greeting verbally
- b) make guests feel welcome:
 - smile
- c) use guests' name if known

P

establish rapport with guests as outlined above

**A.
INTERPERSONAL
SKILLS**

FOOD AND BEVERAGE SERVER

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CONSORTIUM
(Western Canada)

SKILL 3: DEVELOP COMMUNICATION SKILLS

3.6 resolve guest
complaints

K outline how to resolve guest complaints:

- a) know limits of authority
- b) know procedures to follow, e.g. ask supervisor
- c) listen to details of complaint
- d) accept constructive criticism, e.g. do not be defensive
- e) accept responsibility for own mistakes, e.g. do not offer excuses
- f) empathize with guest, e.g. apologize for errors
- g) thank guest for bringing problem to your attention
- h) solve problem:
 - suggest possible alternatives
 - seek guest's approval of alternatives
 - take action:
 - ensure actions taken meet guest's requirements
 - ask for assistance from supervisor if necessary
- i) communicate details of incident to supervisor as soon as possible
- j) follow up with guest to ensure complaint is effectively resolved

P resolve guest complaints as outlined above

A.
INTERPERSONAL
SKILLS

SKILL 3: DEVELOP COMMUNICATION SKILLS

3.7 resolve situations
involving difficult
guests

K outline how to resolve situations involving
difficult guests:

- a) notify supervisor immediately
- b) be calm and courteous
- c) ask guest to refrain from undesirable
behaviour, e.g. smoking cigar,
swearing, disturbing other guests
- d) discreetly apologize to inconvenienced
guests
- e) follow up to ensure undesirable
behaviour ceases
- f) notify supervisor if disturbance
continues

P resolve situations involving difficult guests
as outlined above

A.
INTERPERSONAL
SKILLS

FOOD AND BEVERAGE SERVER

SKILL 4: PROMOTE TEAMWORK

4.1 promote teamwork

- K** outline how to promote teamwork:
- a) fulfil job description
 - b) treat co-workers equally,
e.g. override personal feelings and
differences of opinion
 - c) co-operate with co-workers:
 - share workload, e.g. ask for
help whenever needed
 - be helpful
 - d) be patient and considerate,
e.g. when training and working with
new staff
 - e) work in calm and efficient manner
 - f) be aware of demands on other
areas of establishment, e.g. be
patient when kitchen is busy
 - g) co-operate with management:
 - follow proper channels of
communication
 - offer suggestions to improve
work environment
- P** promote teamwork as outlined above

A.
INTERPERSONAL
SKILLS

**SKILL 5:
ACCOMMODATE
GUESTS WITH
SPECIAL NEEDS**

5.1 identify guests with special needs

K identify guests with special needs, for example:

- a) children
- b) elderly guests
- c) solitary guests
- d) guests with disabilities

5.2 assist guests with special needs

K describe how to assist guests with special needs:

- a) when serving guests with children, consider age of child(ren):
 - consult with parent:
 - confirm order and cutlery required
 - offer:
 - ▲ booster or high chair
 - ▲ smaller portions if available
 - ▲ to place order immediately
 - ▲ to bring bread or crackers immediately
 - ▲ extra napkins and unstemmed glassware
 - ▲ crayons and paper if available
 - remove sharp items, e.g. knives
 - keep hot plates out of child's reach
 - acknowledge and speak directly to child
- b) when serving elderly guests:
 - ensure seating in well-lit, quiet areas
 - consider accessibility to washrooms and exit
 - ensure seating in most suitable and comfortable chair available
 - offer senior menu, if available
 - speak slowly, clearly and directly to guest

A.
**INTERPERSONAL
SKILLS**

FOOD AND BEVERAGE SERVER

SKILL 5: ACCOMMODATE GUESTS WITH SPECIAL NEEDS

5.2 cont'd

- c) when serving solitary guests:
 - ensure guest has interesting view and is not seated in centre of room whenever possible
 - offer reading material, e.g. newspaper, if available
 - request guest's preference in pacing of meal
 - initiate dialogue and, when time allows, continue conversation if guest is receptive
- d) when serving guests with disabilities:
 - do not assume guest needs help
 - speak directly to guest
 - be prepared to assist as requested, for example:
 - accommodate wheelchairs
 - provide alternate cutlery
 - have food cut up in kitchen
 - supply drinking straw for water or beverage
- e) when serving visually-impaired guests or the blind:
 - offer seating in well-lit area
 - accommodate guide dogs as guest requests
 - assist as requested, for example:
 - offer arm
 - supply braille menu if available
 - read menu
 - fill plate at buffet
 - use clock positions as reference when giving direction, e.g. 'your glass is at 2:00'

A. INTERPERSONAL SKILLS

SKILL 5: ACCOMMODATE GUESTS WITH SPECIAL NEEDS

5.2 cont'd

- notify guest when approaching or leaving table
- f) when serving hard of hearing guests or the deaf:
 - offer seating in quiet area
 - accommodate guide dogs as guest requests
 - stand within line of vision to address guest
 - speak slowly and clearly to accommodate guest able to read lips
 - use hand signals and gestures
 - offer pen and paper to aid communication

P assist guests with special needs as outlined above

A.
**INTERPERSONAL
SKILLS**

FOOD AND BEVERAGE SERVER

SKILL 1: IDENTIFY TABLEWARE

1.1 identify tableware

K identify tableware:

- a) dinner fork
- b) salad fork
- c) fish fork
- d) cocktail fork
- e) dinner knife
- f) steak knife
- g) fish knife
- h) butter knife
- i) dessert/tablespoon
- j) soup/bouillon spoon
- k) teaspoon
- l) parfait spoon

dinner fork



salad fork



fish fork



cocktail fork



dinner knife



steak knife



fish knife



bread and butter knife



B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

SKILL 1:
IDENTIFY TABLEWARE

1.1 cont'd

dessert/table spoon



soup/bouillon spoon



tea spoon



parfait spoon



1.2 list additional
tableware

- | K | list additional tableware: |
|----|-------------------------------|
| a) | shell crackers |
| b) | dinner plate |
| c) | side (bread and butter) plate |
| d) | saucer |
| e) | soup bowl |
| f) | soup cup |
| g) | soup plate |
| h) | coffee/tea cup |
| i) | coffee mug |
| j) | teapot |
| k) | sauce boat |
| l) | sauce bowl |
| m) | salt and pepper shakers |
| n) | cream pitcher |
| o) | sugar bowl |
| p) | finger bowl |
| q) | drawn butter warmer |
| r) | demitasse cup |
| s) | demitasse spoon |
| t) | fruit nappy |

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 2: DESCRIBE FOOD PRODUCT KNOWLEDGE TERMS

2.1 define cooking methods **K**

define cooking methods:

- a) dry-heat:
 - **bake** - cook in hot, dry air
 - **broil** - cook with heat source above food
 - **charbroil** - cook on open grid over charcoal, gas or electric element
 - **grill** - cook on open grid over heat source
 - **roast** - cook uncovered in hot, dry air
- b) dry-heat using oil:
 - **deep fry** - cook submerged in hot oil
 - **pan fry** - cook in hot oil or butter
 - **sauté** - cook quickly in small amount of hot oil or butter
 - **stir fry** - cook in small amount of hot oil; stir rapidly
- c) moist-heat:
 - **boil** - cook in hot, rapidly boiling liquid
 - **braise** - cook, covered in small amount of liquid, usually after browning
 - **poach** - cook in liquid that is hot but not bubbling, about 71°C - 82°C (160°F - 180°F)
 - **simmer** - cook in softly bubbling liquid
 - **steam** - cook in steam

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

SKILL 2:
DESCRIBE FOOD
PRODUCT
KNOWLEDGE TERMS

2.2 define food
preparation terms

K

define food preparation terms:

- a) **à la mode** - usually ice cream served on dessert
- b) **al denté** - firm, not soft or mushy; usually referring to pasta or vegetables
- c) **au gratin** - browned or crusted top, often made by topping with bread crumbs, cheese and/or rich sauce and passing under the broiler
- d) **au jus** - meat served with natural juices, usually unthickened pan drippings
- e) **breaded** - covered with crumbs
- f) **butterfly** - cut partially through and spread open to increase surface area, e.g. shrimp meat
- g) **canapé** - appetizer served open-faced on bread, toast cracker or pastry
- h) **chateaubriand** - thick fillet of beef steak
- i) **flambé** - finished with spirit and set aflame
- j) **florentine** - garnished with, or containing spinach
- k) **julienne** - cut into small, thin strips
- l) **marinate** - soak in prepared seasoned liquid or brine
- m) red meat preparation:
 - **blue** - seared on outside; raw (red) interior
 - **rare** - browned surface; thin layer of cooked (grey) meat; red interior
 - **medium rare** - halfway between rare and medium
 - **medium** - thicker layer of cooked meat; pink interior
 - **medium well** - halfway between medium and well done
 - **well done** - cooked meat throughout; no pink inside

B.
FOOD AND
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FOOD AND BEVERAGE SERVER

TOURISM
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SKILL 2: DESCRIBE FOOD PRODUCT KNOWLEDGE TERMS

2.2 cont'd

- n) **Salisbury steak** - oval-shaped portion of compressed ground beef
- o) **Swiss steak** - beef round steak braised in brown sauce

2.3 list major ingredients of sauces

K list major ingredients of sauces:

- a) **Béarnaise** - butter, egg yolks, flavoured with vinegar, shallots, tarragon and peppercorns
- b) **brown sauce** - mirepoix, butter, flour, brown stock, tomato purée, seasonings
- c) **hollandaise** - butter, egg yolks, lemon, seasoning
- d) **white sauce** - butter, flour, milk or cream, seasonings

2.4 describe basic meat serving cuts

K describe basic meat serving cuts:

- a) beef serving cuts:
 - **New York steak** - cut from strip loin; boneless with narrow strip of fat
 - **prime rib roast** - large round meat cut, sometimes served with rib attached
 - **T-bone steak** - strip loin and tenderloin separated by T-shaped bone
 - **tenderloin** - contains almost no fat; most expensive cut
- b) lamb serving cuts:
 - **chop** - has T-shaped bone
 - **leg roast** - large cut; wide on one end, narrowing in conical shape

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

**SKILL 2:
DESCRIBE FOOD
PRODUCT
KNOWLEDGE TERMS**

2.4 cont'd

- **rib roast/rack** - uncut series of ribs
- c) **pork serving cuts:**
 - **Canadian-style or back bacon** - usually cut in round shape, lower fat content than side bacon
 - **cutlet** - oblong, boneless cut
 - **loin chop** - T-shaped bone with fat along one side
 - **side bacon** - alternating strips of meat and fat
 - **tenderloin** - contains almost no fat; most expensive cut
- d) **veal serving cuts:**
 - **cutlet** - oblong, boneless cut
 - **strip loin** - boned, short loin
 - **tenderloin** - long and thin with almost no fat

2.5 describe types of poultry meat

K describe types of poultry meat:

- a) **white:**
 - from upper, main portion of body, e.g. breast, wings
 - generally lower in fat content than dark meat
- b) **dark:**
 - from lower limbs, e.g. leg

2.6 describe basic fish cuts

K describe basic fish cuts:

- a) **whole** - cleaned; still intact
- b) **fillet** - boneless portion cut from side of fish; with or without skin
- c) **steak** - cross-section slice containing some backbone

**B.
FOOD AND
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SKILL 2: DESCRIBE FOOD PRODUCT KNOWLEDGE TERMS

2.7 list shellfish

K list shellfish:

- a) lobster
- b) shrimp and prawn
- c) crab
- d) scallop
- e) mussel
- f) clam
- g) oyster

2.8 describe basic soup types

K describe basic soup types:

- a) **bisque** - usually made from pureed shellfish and finished with cream
- b) **chowder** - made from seafood and/or vegetables, for example:
 - New York or Manhattan style clam chowder has tomato base
 - Boston or New England style clam chowder has milk or cream base
- c) **cold soups** - meant to be served chilled, e.g. vichyssoise, fruit soup
- d) **consommé** - flavourful, concentrated stock; clarified until transparent
- e) **cream** - finished with milk or cream

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

**SKILL 3:
DEMONSTRATE
FOOD MENU
KNOWLEDGE**

**3.1 describe importance
of menu knowledge**

K describe importance of menu knowledge:

- a) to exhibit professionalism, e.g. guest feels comfortable with server's knowledge
- b) to be confident when suggestive selling
- c) to improve customer service, e.g. able to describe menu items to help guest make decisions
- d) to assist guests with restricted diets, e.g. allergies, low cholesterol, low fat diets:
 - consequences of allergies can be life threatening

**3.2 identify common
dietary concerns**

K identify common dietary concerns:

- a) food allergies, including:
 - shellfish
 - nuts
 - monosodium glutamate (MSG)
 - mushrooms
 - alcohol
 - gluten
 - nitrates
 - sulphites
 - dairy products
 - oils or sauces containing allergens
- b) restricted diets:
 - salt
 - fat
 - sugar
 - cholesterol
- c) vegetarian
- d) religious

**B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE**

FOOD AND BEVERAGE SERVER

TOURISM
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SKILL 3: DEMONSTRATE FOOD MENU KNOWLEDGE

3.3 answer guests'
questions regarding
food menu

K outline how to answer guests' questions
regarding food menu:

- a) determine availability of menu items
- b) pronounce items correctly
- c) know ingredients of menu items and whether fresh, frozen or canned
- d) describe preparation methods, e.g. fried, broiled, poached
- e) estimate times required for preparation, e.g. if guest is rushed, be able to suggest items with short preparation time
- f) quote correct prices

P answer guests' questions regarding
food menu as outlined above

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

SKILL 4: IDENTIFY GLASSWARE

4.1 identify glassware

K identify glassware, for example:

- a) water glass
- b) all purpose wine glass
- c) white wine glass
- d) red wine glass
- e) champagne flute
- f) champagne tulip
- g) champagne saucer
- h) rock/old fashioned glass
- i) highball:
 - regular
 - tall
- j) sling glass
- k) sour glass
- l) fizz glass
- m) martini glass
- n) cocktail glass
- o) snifter
- p) sherry/port glass
- q) cordial/liqueur glass
- r) special coffee glass, e.g. Irish
- s) beer glass
- t) beer mug
- u) pilsner glass
- v) shooter
- w) shot glass

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SKILL 4: IDENTIFY GLASSWARE



water glasses



all purpose wine glass



white wine glass



red wine glass



champagne flute



champagne tulip

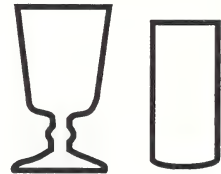


champagne saucer

B. FOOD AND BEVERAGE PRODUCT KNOWLEDGE



rock/old fashioned glass



regular highball glasses



tall highball glass



sling glass



sour glass



fizz glass

SKILL 4: IDENTIFY GLASSWARE



martini glass



cocktail glass



snifter



sherry/port glass



cordial/liqueur glass



special coffee glass



beer glass



beer mug



pilsner glass

B.
FOOD AND
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KNOWLEDGE



shooter glass



shot glass

SKILL 3: DEFINE BASIC BEVERAGE TERMS

5.1 define basic beverage terms

K

define basic beverage terms:

- a) **back** - mix or ice served in separate container from drink, usually in side car
- b) **bar brand** - brand of spirit used by bar unless specific brand is ordered
- c) **call brand** - liquor ordered by name
- d) **carafe** - glass container for wine, usually one-half litre or one litre
- e) **chaser** - drink served to complement another
- f) **chill** - pre-cool glass by dipping in clean, cold water or by placing in cooler or freezer
- g) **dash/splash** - small amount of liquid added to drink
- h) **decant** - process of separating wine from sediment by carefully pouring wine into another container, leaving sediment behind
- i) **double** - drink served with twice the amount of alcohol of single serving
- j) **draw** - dispense draught beer from tap to glass or jug
- k) **dry** - cocktails and wines with little or no sweetness, e.g. beer that has little or no aftertaste
- l) **easy** - drink served with less of a specified ingredient than normal, e.g. ice
- m) **frozen** - drink blended with ice until smooth
- n) **hot** - drink served with extra spice
- o) **house** - menu item specific to establishment
- p) **mineral water** - natural bottled water (not club soda)

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

**SKILL 5:
DEFINE BASIC
BEVERAGE TERMS**

5.1 cont'd

- q) **neat** - without ice
- r) **on-the-rocks** - drink served over ice
- s) **on tap** - draught beer available from keg
- t) **on the side/back** - mix or ice served in separate container from drink
- u) **pre-heat** - warm glass or mug with hot water
- v) **pre-mix** - liquids combined prior to use
- w) **premium/deluxe** - higher quality, more expensive beverage
- x) **press** - mix diluted with water
- y) **rim** - coat lip of glass with salt or sugar
- z) **setup** - glass containing ice
- aa) **shake** - drink is hand-shaken in stainless shaker with mixing glass
- ab) **shooter** - drink designed to be consumed in one swallow
- ac) **short** - drink served in smaller glass than usual
- ad) **shot** - one measure of liquid
- ae) **speed/pour spout** - spout for opened bottles which ensures smooth flow of liquid
- af) **spillage** - record of wasted alcoholic bar products, e.g. spilled and/or incorrectly-made drinks
- ag) **split** - small bottle of wine or pop, usually 171 ml (6 oz)
- ah) **squeeze** - wedge of fruit for guest to squeeze into drink
- ai) **straight-up** - without mix
- aj) **sweet and sour** - American style of bar mix similar to pre-sweetened lemon bar mix
- ak) **tall** - drink served in bigger glass than usual

**B.
FOOD AND
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SKILL 3: DEFINE BASIC BEVERAGE TERMS

5.1 cont'd

- al) **twist** - garnish made from citrus fruit peel
- am) **virgin/mocktail** - cocktail served without liquor
- an) **wet** - martini with more than usual amount of dry vermouth
- ao) **with** - drink served with glass, e.g. beer with

5.2 list basic coffees and teas

K list basic coffees and teas:

- a) coffees:
 - espresso
 - cappuccino
 - café au lait (French)/café latté (Italian)
 - regular, e.g. brewed, flavoured, instant, decaffeinated
- b) teas, e.g. regular, flavoured, herbal, decaffeinated

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

**SKILL 6:
PREPARE FOR
BEVERAGE SERVICE**

6.1	list possible information found on beverage menu	K	list possible information found on beverage menu: a) name, e.g. Caesar b) price, e.g. \$3.75 c) garnish, e.g. celery d) glassware, e.g. tall highball
6.2	define beer	K	define beer: fermented beverage made from malted cereal grains and flavoured with hops
6.3	identify major types of beer	K	identify major types of beer: a) lager/pilsner: • light-bodied • dry, somewhat bitter taste of hops b) light beer/lower alcohol beer: • extra light-bodied • dry, somewhat bitter taste of hops c) malt liquor/high test: • medium-bodied • full malty taste d) ale: • medium- to full-bodied • assertive taste with stronger hops and malt flavour than lager e) stout: • heavy-bodied • bittersweet to bitter taste • dark in colour f) dry: • light- to medium-bodied • dry, crisp beer with no aftertaste g) non-alcoholic/de-alcoholized: • reduced fermentation time and temperature inhibit alcohol production

**B.
FOOD AND
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FOOD AND BEVERAGE SERVER

SKILL 6: PREPARE FOR BEVERAGE SERVICE

6.3 cont'd

- alcohol is removed after beer is brewed, e.g. by freeze drying

6.4 outline differences between keg/draught beer, bottled/canned beer and imported beer

K outline differences between keg/draught beer, bottled/canned beer and imported beer:

- bottled/canned beer:
 - usually pasteurized
 - longer shelf life than draught beer
- keg/draught beer:
 - usually unpasteurized
- imported beer:
 - usually has chemical stabilizer added
 - generally has longest shelf life of three types

6.5 define wine

K define wine:

fermented fruit juice, usually from grapes

6.6 describe wine classifications

K describe wine classifications:

- aromatized wine:
 - fortified wine flavoured with various aromatic ingredients, e.g. herbs, roots, spices
 - example would include vermouth
- table wine:
 - still white, red, rosé, blush or light wine
 - examples include Chablis, Burgundy

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

SKILL 6: PREPARE FOR BEVERAGE SERVICE

6.6 cont'd

- c) fortified wine:
 - wine to which brandy is added either to sweeten or to increase alcoholic content
 - examples include sherry, port
- d) sparkling wines:
 - wine bottled under pressure
 - example would include Champagne

6.7 define wine scale

K define wine scale:

scale which measures amount of sugar in wine; the lower the number, the drier the wine

6.8 outline guidelines for recommending wine with meals

K outline guidelines for recommending wine with meals:

- a) appetizer wines (up to 20% alc/vol):
 - includes dry or medium-sweet fortified wines, white dry table wines and aromatized wines
 - recommend before main course to stimulate appetite
- b) table wines (up to 14% alc/vol):
 - includes all wines except those that are very sweet
 - recommend with main course
- c) dessert wines (up to 21% alc/vol):
 - includes sweet white table wines and sweet fortified wines
 - recommend with or as dessert
- d) sparkling wines (up to 14% alc/vol) including:
 - dry; usually served with appetizer
 - medium; usually served with main course
 - sweet; usually served with dessert

B.
FOOD AND
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FOOD AND BEVERAGE SERVER

SKILL 6: PREPARE FOR BEVERAGE SERVICE

6.9 define sweetness terms used for champagne and other sparkling wines made in the champagne method

K define sweetness terms used for champagnes and other sparkling wines made in the champagne method:

- a) **Nature** - unsweetened natural state
- b) **Brut** - dry
- c) **Extra Sec** - off dry
- d) **Sec** - medium sweet
- e) **Demi Sec** - quite sweet
- f) **Doux** - very sweet

6.10 describe the difference between vintage and blended wine

K describe the difference between vintage and blended wine:

- a) **vintage wine** - blend of wine where majority of grapes were grown, harvested and vinified in same year
- b) **blended wine** - blend of wine where grapes were grown in different years and/or vineyards

6.11 identify common wine-producing countries

K identify common wine-producing countries:

- a) France:
 - regions include Bordeaux, Burgundy, Rhone, Alsace, Champagne
- b) Germany:
 - regions include Rheingau, Mosel-Saar-Ruwer, Rheinhessen, Rheinphfalz
- c) Italy:
 - regions include Tuscany, Piedmont, Veneto
- d) Spain:
 - regions include Jerez, Rioja, Panadés

B. FOOD AND BEVERAGE PRODUCT KNOWLEDGE

SKILL 6: PREPARE FOR BEVERAGE SERVICE

6.11 cont'd

- e) Canada:
 - regions include Niagara, Okanagan
- f) United States of America:
 - regions include Napa Valley, Sonoma, Upstate New York
- g) Australia
- h) Bulgaria
- i) Chile
- j) Hungary
- k) Argentina
- l) Portugal

B.
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SKILL 6: PREPARE FOR BEVERAGE SERVICE

5.6 identify information
that may be found
on wine label

K identify information that may be found
on wine label:

- a) name of wine
- b) volume, i.e. fluid measure
- c) type of wine
- d) country of origin
- e) area of origin designation
- f) alcohol by volume
- g) grape type, e.g. Cabernet
Sauvignon, Riesling
- h) year, if vintage wine
- i) name of bottler, if estate bottled
- j) agent or importer
- k) vineyard

B. FOOD AND BEVERAGE PRODUCT KNOWLEDGE

i	Chateau Tourism	
a	EXTRAORDINAIRE	
h	-1-9-9-2-	
		
e	Standard River Valley	
g	CHARDONNAY	
k	Old Griff's Vineyard	
f		
b	750 ML	12% ALC./VOL.
c	WHITE WINE	VIN BLANC
d	CHATEAU TOURISM WINERY, KELOWNA B.C., CANADA	
i	IMPORTED BY TOURISM STANDARDS CONSORTIUM EDMONTON, ALBERTA, CANADA	

**SKILL 6:
PREPARE FOR
BEVERAGE SERVICE**

6.13 identify correct wine serving temperature	K	identify correct wine serving temperature: a) most red wines are served at slightly less than room temperature b) white and sparkling wines are served chilled
6.14 describe long-term storage of wine	K	describe long-term storage of wine: store: a) in horizontal position to keep natural cork moist b) in constantly cool, still, dark, ventilated room to maintain quality of wine c) away from strong odours to ensure wine does not become contaminated
6.15 define distilled spirit	K	define distilled spirit: alcoholic beverage obtained from distillation of liquid containing alcohol
6.16 describe categories of distilled spirits	K	describe categories of distilled spirits: a) whisky: <ul style="list-style-type: none"> aged spirits, distilled from fermented mash of grain, e.g. bourbon, rye, scotch, Irish b) brandy: <ul style="list-style-type: none"> spirit distilled from wine or fermented mash of fruit; often aged; e.g. cognac c) rum: <ul style="list-style-type: none"> aged spirits distilled from fermented mash of sugar cane juice or molasses available in three types: white, amber and dark

B.
FOOD AND
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KNOWLEDGE

FOOD AND BEVERAGE SERVER

SKILL 6: PREPARE FOR BEVERAGE SERVICE

6.16 cont'd

- d) tequila:
 - spirit distilled from fermented juice of Blue Agave plant grown in Tequila region of Mexico; sometimes aged
- e) gin:
 - spirit distilled from fermented mash of cereal grains and flavoured by exposing vapour to juniper berries; usually unaged
- f) vodka:
 - unaged spirit distilled from fermented mash of cereal grains or potatoes and redistilled to purify

6.17 explain the difference between a highball and a cocktail

K explain the difference between a highball and a cocktail:

a highball is generally a beverage containing one spirit, a carbonated beverage and/or water; the addition of any other ingredients usually means the drink is considered a cocktail; e.g. vodka and tonic - highball; vodka and orange juice - cocktail (called a screwdriver); rum and cola - highball; rum, cola and lime - cocktail (called a cuba libra)

6.18 define aperitif

K define aperitif:

alcoholic beverage meant to stimulate appetite

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

**SKILL 6:
PREPARE FOR
BEVERAGE SERVICE**

**6.19 identify popular
aperitifs**

K identify popular aperitifs:

- a) sherry:
 - dry
 - cream
- b) vermouth:
 - dry white
 - sweet red
 - sweet white

6.20 define liqueur

K define liqueur:

sweetened, flavoured distilled spirit

**6.21 list major liqueur
categories**

K list major liqueur categories:

- a) nut flavoured:
 - Frangelico, Amaretto
- b) fruit flavoured:
 - Creme de Cassis, Triple Sec, Grand Marnier
- c) herb flavoured:
 - Benedictine, B&B, Creme de Menthe
- d) cream flavoured:
 - Bailey's Original Irish Cream, Creme de Grand Marnier
- e) whisky flavoured:
 - Southern Comfort, Drambuie, Irish Mist
- f) coffee flavoured:
 - Tia Maria, Kahlua
- g) chocolate flavoured:
 - Creme de Cacao
- h) licorice flavoured:
 - Sambuca, Galliano, Pernod
- i) schnapps:
 - Peppermint, Peach

**B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE**

FOOD AND BEVERAGE SERVER

SKILL 6: PREPARE FOR BEVERAGE SERVICE

6.22 identify popular after-dinner drinks

K identify popular after-dinner drinks:

- a) brandy:
 - cognac
- b) port:
 - ruby
 - tawny
 - late-bottled
 - vintage
- c) liqueur
- d) sweet sherry
- e) sweet sparkling wine
- f) special coffee, hot cocktail

6.23 define cognac age labels

K define cognac age labels:

- a) **V.S.** - very superior; youngest cognac in blend is aged in wood for at least 1½ years
- b) **V.S.O.P.** - very superior old pale; youngest cognac in blend is aged in wood for at least 4½ years
- c) **X.O.** - extra old; youngest cognac in blend is aged in wood for at least 5½ years

6.24 define cooler

K define cooler:

- a) premixed beverage containing alcohol, usually spirits or wine and fruit juice or carbonated soft drinks
- b) tall cocktail usually containing large amount of fruit juice or carbonated soft drink

B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE

**SKILL 6:
PREPARE FOR
BEVERAGE SERVICE**

6.25	define cider	K	define cider: beverage obtained by fermenting fruit juice, e.g. apples, pears, peaches
6.26	define mocktail	K	define mocktail: beverage served without spirit, e.g. mumm's collins, non-alcoholic chi-chi
6.27	maintain quality of coffee	K	outline how to maintain quality of coffee: a) use clean equipment b) use fresh, cold water c) do not reheat coffee d) do not pour old coffee into freshly brewed coffee
		P	maintain quality of coffee as outlined above
6.28	prepare tea	K	outline how to prepare tea: a) use fresh, cold water and heat to full boil b) pre-heat teapot with boiled water c) empty hot water from teapot immediately prior to making tea d) put fresh tea bag or leaves in teapot, unless asked to do otherwise e) fill teapot with freshly boiled water f) serve to guest immediately
		P	prepare tea as outlined above

**B.
FOOD AND
BEVERAGE PRODUCT
KNOWLEDGE**

SKILL 1: USE POINT OF SALE SYSTEMS

1.1 define point of sale
(p.o.s.) system
terminology

- K** define point of sale (p.o.s.) system terminology:
- a) **identification (i.d.) number** - number pre-assigned to server which allows access to cash system for that server only
 - b) **key** - device server uses to enter system
 - c) **modify** - special instruction given to system
 - d) **open guest check** - method of starting guest check
 - e) **open key** - keys to order items not pre-programmed
 - f) **point of sale (p.o.s.)** - system used to record transactions
 - g) **pre-set board** - keyboard containing specific keys for each product with preset prices
 - h) **previous balance** - guest check total to which server adds to
 - i) **price look up (p.l.u.)** - code number given to commonly ordered items
 - j) **ring in** - server enters information into cash system
 - k) **ring out/cash out** - server makes system summary of sales
 - l) **sign in** - server enters i.d. number to gain access to cash system
 - m) **sign out** - server exits from machine

C.
MONETARY
TRANSACTIONS

SKILL 1: USE POINT OF SALE SYSTEMS

1.2 use point of sale
(p.o.s.) system

K outline how to use point of sale (p.o.s.)
system:

- a) sign in
- b) verify correct date set in p.o.s.,
e.g. check date on first bill; notify
supervisor if incorrect
- c) open guest check:
 - input information, e.g. table number,
server number and guest check
number
- d) key in order
- e) key in special instructions using
modifiers
- f) correct errors
- g) close guest check
- h) sign out
- i) protect p.o.s. from spills and damage

P use point of sale system as outlined above

C.
MONETARY
TRANSACTIONS

SKILL 2: HANDLE GUEST PAYMENT

2.1 handle cash payment

K outline how to handle cash payment:

- a) accept guest check and cash
- b) discreetly count cash
- c) for foreign currency:
 - verify exchange rate with supervisor or bank
 - inform guest of exchange rate
 - calculate exchange
- d) verify that payment covers guest check
- e) make change
- f) re-count change to ensure accuracy
- g) return change and receipt to guest
- h) secure cash and guest check

P handle cash payment as outlined above

C. MONETARY TRANSACTIONS

**SKILL 2:
HANDLE GUEST
PAYMENT**

**2.2 handle traveller's
cheques**

- K** outline how to handle traveller's cheques:
- a) ensure establishment accepts brand of traveller's cheques
 - b) observe guest signing traveller's cheques
 - c) ensure signatures are similar
 - d) determine value and currency of traveller's cheques
 - e) make change
 - f) re-count change to ensure accuracy
 - g) return change and receipt to guest
 - h) secure traveller's cheques and guest check

P handle traveller's cheques as outlined above

2.3 handle room billing

- K** outline how to handle room billing:
- a) obtain guest information on guest check:
 - signature
 - printed name
 - room number
 - b) verify guest information, e.g. check system or with front desk agent:
 - notify supervisor if verification is declined
 - c) secure guest check

P handle room billing as outline above

**C.
MONETARY
TRANSACTIONS**

SKILL 2: HANDLE GUEST PAYMENT

2.4 handle credit card
payment

- K** outline how to handle credit card payment:
- a) ensure card type is accepted by establishment
 - b) accept guest check and credit card
 - c) check for signature on back of credit card and for valid expiry date
 - d) use correct charge slip for credit card type
 - e) run card and charge slip through imprinter
 - f) check that all copies of charge slip are clearly imprinted
 - g) authorize credit card purchase by doing one of the following:
 - check current cancellation bulletin
 - use authorization machine
 - phone appropriate 1-800 number
 - h) notify guest if authorization is refused:
 - notify supervisor if necessary
 - i) complete charge slip with:
 - date
 - bill number
 - own initials
 - amount of guest check
 - authorization number, if required
 - j) return charge slip, guest check and credit card to guest
 - k) ensure guest signs charge slip
 - l) give guest customer copy of charge slip
 - m) secure charge slip and guest check
- P** handle credit card payment as outlined above

C. MONETARY TRANSACTIONS

**SKILL 3:
CASH
OUT**

3.1 define tipping out

K define tipping out:

way of sharing portion of tips with support staff

3.2 cash out

K outline how to cash out:

- a) obtain ring out
- b) return float if applicable
- c) total sales
- d) separate cash sales from non-cash sales, i.e. charges, cheques
- e) record and total non-cash sales
- f) subtract non-cash sales from total sales to get total cash deposit
- g) prepare deposit:
 - arrange bills in one direction, e.g. all heads facing same direction, all bills and coins of same denominations together
 - list denominations of bills
- h) verify deposit with supervisor
- i) submit deposit to supervisor or secure in safe
- j) tip support staff

P cash out as outlined above

3.3 process voids

K outline how to process voids:

- a) inform supervisor and obtain necessary authorization
- b) ensure void items are subtracted from guest check
- c) inform guest of changes made to check

P process voids as outlined above

**C.
MONETARY
TRANSACTIONS**

SKILL 1: PROTECT FOOD FROM CONTAMINATION

1.1 define safe food
handling terms

K define safe food handling terms:

- a) **cross-contamination** - transfer of pathogens from one food item to another by means of equipment or hands
- b) **danger zone** - temperature range between 4° - 60°C (40° - 140°F) at which pathogens grow rapidly
- c) **food-contact surface** - any part of equipment or utensils in contact with food during preparation, storage, transportation or service
- d) **food handler** - person involved with receiving, storing, preparing or serving food, handling dishes or operating food equipment
- e) **food-borne infection** - illness caused by ingesting food containing bacteria or viruses, which multiply in host's body
- f) **food poisoning** - illness caused by ingesting food containing infectious micro-organisms, toxins or chemical poisons
- g) **pathogens** - disease-producing micro-organisms, e.g. bacteria, viruses, parasites, fungi
- h) **potentially hazardous food** - any food item capable of supporting rapid growth of pathogens; normally contains protein, moisture and neutral pH
- i) **sanitize** - reduction of pathogens, usually by application of heat or chemical disinfectant
- j) **toxins** - substances produced by pathogens and other organisms that may cause illness in humans

D.
SAFETY AND
SANITATION

**SKILL 1:
PROTECT
FOOD FROM
CONTAMINATION**

**1.2 identify ways to
reduce chances of
food poisoning**

- K** identify ways to reduce chances of food poisoning:
- a) protect food:
 - break link between source and consumer through use of proper food handling techniques
 - b) store food at proper temperature:
 - store cold food at 4°C (40°F) or lower; hot food at 60°C (140°F) or higher
 - c) use proper personal hygiene, for example:
 - wash hands thoroughly before handling food
 - d) minimize handling of food:
 - the less food is processed and handled, the less the chance of contamination
 - e) be aware of conditions for transmission:
 - ensure all equipment, utensils, work surfaces, work environment and storage areas are clean

**1.3 reduce risk of food
poisoning**

- K** outline how to reduce risk of food poisoning:
- a) maintain personal hygiene
 - b) maintain cleanliness of work environment
 - c) use utensils to handle food, e.g. ladle, tongs:
 - never touch food with hands
 - d) do not smoke in areas where food and beverages are prepared, handled or stored
 - e) do not combine containers of food, e.g. old salad with fresh salad

**D.
SAFETY AND
SANITATION**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 1: PROTECT FOOD FROM CONTAMINATION

1.3 cont'd

- f) dispose of unsealed food not consumed by guests, e.g. bread
- g) remove utensils before storing food
- h) store opened, canned goods in non-metal container
- i) ensure dry goods are stored on shelves at least 15 cm (6 in) off floor

P reduce risk of food poisoning as outlined above

1.4 maintain cleanliness of work environment

K outline how to maintain cleanliness of work environment:

- a) perform tasks outlined in job description, duties list and cleaning schedule
- b) maintain service area:
 - using clean cloth, wipe and sanitize shelves and counter tops as needed, with thorough cleaning at end of shift
 - clean equipment according to manufacturer's directions, e.g. coffee pot
 - empty service area garbage in designated areas:
 - ensure garbage can is clean and sanitized, e.g. ask kitchen helper to clean
- c) maintain work station:
 - check table settings, furniture and floor at beginning of shift:
 - dispose of cracked or chipped plates, cups and glassware in separate garbage specifically for broken glass

D.
SAFETY AND
SANITATION

SKILL 1: PROTECT FOOD FROM CONTAMINATION

1.4 cont'd

- monitor area throughout shift for cleanliness
- d) remove extra covers from tables:
 - extra covers which are not removed must be rewashed

P maintain cleanliness of work environment as outlined above

1.5 handle smallwares properly

K outline how to handle smallwares properly:

- a) use tongs or utensils to pick up food
- b) handle containers by areas that food and beverages do not touch
- c) change ashtrays so that ashes do not get in food and drinks:
 - place clean ashtray upside down on top of dirty ashtray
 - remove both ashtrays from table with top ashtray preventing any ashes from blowing off
 - place both ashtrays on tray
 - leave dirty ashtray on tray and place clean ashtray on table

P handle smallwares properly as outlined above

**D.
SAFETY AND
SANITATION**

SKILL 2: WORK SAFELY

2.1 keep work site clean
and safe

K outline how to keep work site clean and
safe:

- a) pick up items from floor that could
be hazards, e.g. napkins, tray
stands, food
- b) clean up spills and breakages
immediately:
 - if guest's clothing has been
soiled as a result, inform
supervisor
 - warn others of spill
 - pick up solid items:
 - sweep with broom
 - wipe with damp paper towels
to pick up broken glass
 - dry area with dry mop or cloth
 - remove any food or beverage
items which may contain broken
glass
 - dispose of:
 - cloth napkins in laundry
 - food in garbage
 - broken glass in designated
container, not garbage
- c) report potential hazards to
supervisor, for example:
 - wobbly chairs and tables
 - splintered or rough surfaces
 - torn carpet or loose floor tiles
 - inadequate or burned out
lighting
 - faulty equipment
- d) avoid using faulty equipment

P keep work site clean and safe as
outlined above

D.
SAFETY AND
SANITATION

**SKILL 2:
WORK
SAFELY**

2.2 dress safely

- | | |
|----------|---|
| K | outline how to dress safely: |
| | <ul style="list-style-type: none"> a) avoid loose fitting clothing and dangling accessories when operating equipment or serving food b) wear hosiery c) wear closed shoes, i.e. toes and backs d) control long hair |
| P | dress safely as outlined above |

2.3 follow workplace traffic guidelines

- | | |
|----------|---|
| K | outline workplace traffic guidelines: |
| | <ul style="list-style-type: none"> a) always look forward when walking b) walk, do not run c) watch for objects on floor and offer to move them if hazardous, e.g. purses, briefcases d) keep to right at all times e) use in/out doors as designated f) announce presence when approaching blind corner or walking behind someone, e.g. say 'coming around corner' or 'behind' g) give guests right of way at all times |
| P | follow workplace traffic guidelines as outlined above |

2.4 lift objects safely

- | | |
|----------|--|
| K | outline how to lift objects safely: |
| | <ul style="list-style-type: none"> a) gain firm footing and squat down b) grasp object securely c) keep back straight d) lift using leg and thigh muscles e) recruit assistance for very heavy or awkward items |
| P | lift objects safely as outlined above |

**D.
SAFETY AND
SANITATION**

SKILL 2: WORK SAFELY

2.5 use equipment safely

K outline how to use equipment safely:

- a) follow manufacturer's instructions
- b) report malfunctions to supervisor
- c) label malfunctioning equipment, if necessary, to warn others of problem

P use equipment safely as outlined above

2.6 outline how to prevent burns

K outline how to prevent burns:

- a) be aware of equipment which may be hot, e.g. coffee maker, toaster, heat lamps
- b) use napkins or towels when serving hot plates
- c) inform guest when serving hot plates
- d) ensure clear pathway when carrying hot items:
 - warn co-workers and guests in path
- e) do not smoke around flammable or explosive substances
- f) light flaming drinks or meals at table, not before
- g) ensure portable fire extinguisher is on guéridon
- h) ensure open flames, e.g. candles, are in non-combustible holders and prevent contact between flame and combustible materials

**SKILL 2:
WORK
SAFELY**

2.7 outline how to prevent electrical shock

K

outline how to prevent electrical shock:

- a) do not immerse electric appliances in water
- b) use grounded electrical appliances and grounded extension cords
- c) never touch energized electrical appliances while standing in wet area
- d) unplug damaged electrical equipment
- e) unplug frayed cords
- f) notify supervisor of electrical problems

2.8 describe Workplace Hazardous Materials Information System (WHMIS)

K

describe Workplace Hazardous Materials Information System (WHMIS):

- a) Canada-wide communication system for sharing information about hazardous materials used at job sites
- b) key elements include:
 - labels on hazardous materials
 - material safety data sheets (MSDS)
 - worker education/instruction program

2.9 handle chemicals carefully

K

outline how to handle chemicals carefully:

- a) refer to WHMIS information
- b) follow manufacturer's directions
- c) store chemicals and cleaning products away from food

P

handle chemicals carefully as outlined above

**D.
SAFETY AND
SANITATION**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 3: FOLLOW EMERGENCY SAFETY PROCEDURES

3.1	define fire triangle	K	define fire triangle: three components - oxygen, fuel and heat - are necessary to start and maintain fire
3.2	identify most frequent causes of fire	K	identify most frequent causes of fire: a) improper handling of flammables, e.g. candles, fat, grease b) careless disposal of smoking materials in kitchens and guest areas c) careless use of electrical equipment, e.g. overloaded circuits, faulty electrical wiring d) improper handling and storage of chemicals e) gas leaks
3.3	be prepared for emergencies	K	outline how to be prepared for emergencies: a) keep current about procedures and responsibilities b) locate exits and escape routes c) locate fire alarms and pulls d) memorize emergency number, e.g. 911, and property address e) keep corridors, entrances and exits clear f) ensure accessibility to exit doors, e.g. do not bolt, bar or lock g) locate first aid kit and notify supervisor of needed supplies
		P	be prepared for emergencies as outlined above

D.
SAFETY AND
SANITATION

SKILL 3: FOLLOW EMERGENCY SAFETY PROCEDURES

3.4 describe how to
report emergencies

K describe how to report emergencies:

- a) dial emergency number
- b) identify nature of emergency to emergency operator
- c) give address twice
- d) provide any other information requested if possible and let operator disconnect
- e) follow instructions of emergency personnel
- f) report to supervisor

3.5 follow emergency
procedure

K outline how to follow emergency procedure:

- a) work quickly but calmly
- b) assist and co-operate with other staff and emergency response personnel
- c) take care of guests in section:
 - inform guest of nearest exit
 - remove guests in immediate danger
 - direct flow of traffic:
 - move evacuees well beyond exit doors and out of way of emergency response personnel
 - assist guests who have special needs, e.g. physically handicapped, elderly
- d) for fires:
 - activate fire alarm
 - call fire department
 - crawl on floor to avoid dense smoke
 - use designated fire exits
 - use stairwells, not elevators
 - feel door before opening:
 - if excessively hot, do not use

P follow emergency procedure as outlined above

D.
**SAFETY AND
SANITATION**

SKILL 3: FOLLOW EMERGENCY SAFETY PROCEDURES

3.6 outline how to assist
guests who are injured
or ill

K outline how to assist guests who are
injured or ill:

- a) assess situation and have
supervisor notified:
 - call emergency number, if
needed
- b) if qualified, provide assistance to
victim to best of your ability provided
consent is given or implied by
victim:
 - enlist help from victim's family or
friends

D.
SAFETY AND
SANITATION

**SKILL 1:
DESCRIBE
PUBLIC HEALTH
ACT**

1.1 describe legislation governing food handlers

K

describe legislation governing food handlers:

- 41(1) A food handler while engaged in food handling shall
- (a) be clean in ... person,
 - (b) be free from infected sores or wounds,
 - (c) wear only clean clothing,
 - (d) refrain from smoking or chewing tobacco, and
 - (e) keep ... hair effectively under control ...

Public Health Act: Food Regulation p10, AR 240/85 s41

1.2 describe legislation regarding temperature control for food

K

describe legislation regarding temperature control for food:

- 28(1) ... an owner of a food establishment shall ensure that perishable food is kept at all times at a temperature that is below 4°C or above 60°C.
- (2) Subsection (1) does not apply to perishable food while it is being prepared, processed or served ...

Public Health Act: Food Regulation p8, AR 240/85 s28

- 30(1) An owner shall ensure that all frozen food in his food establishment is kept at a temperature not warmer than -18°C ...

Public Health Act: Food Regulation p8, AR 240/85 s30

**E.
ALBERTA
REGULATIONS**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 2: DESCRIBE *LIQUOR* *CONTROL ACT*

2.1 describe legislation
regarding liquor on
premises

K describe legislation regarding liquor on
premises:

29(1) A licensee may only allow the following liquor to be present on or consumed on the licensed premises:
(a) liquor that has been purchased under the licence from the Corporation or as otherwise directed by the Corporation;
(b) liquor purchased under a permit issued with respect to the licensed premises in accordance with the terms and conditions of the permit.
(2) The holder of a Class D or E licence may, on the licensed premises or, if approved by the Board, at a location other than the licensed premises, sell liquor it is authorized to sell.

*Liquor Control Act: Liquor
Administration Regulation p13, AR
215/91 s29*

2.2 describe legislation
regarding removal of
liquor from licensed
premises

K describe legislation regarding removal
of liquor from licensed premises:

30 No person shall remove and no licensee shall allow a person to remove liquor from licensed premises, except liquor sold under a Class D licence, unless authorized by this Regulation or by another enactment.

*Liquor Control Act: Liquor
Administration Regulation p13, AR
215/91 s30*

2.3 define a minor in
Alberta

K define a minor in Alberta:

individual under the age of 18 years

E.
ALBERTA
REGULATIONS

**SKILL 2:
DESCRIBE LIQUOR
CONTROL ACT**

2.4 describe legislation regarding minors

K describe legislation regarding minors:

33(1) No person shall employ a minor for the sale or serving of liquor on licensed premises.
(2) Minors are permitted to enter all licensed premises except a Class A licensed premises where the sale of liquor is the primary source of business ...

Liquor Control Act: Liquor Administration Regulation p14, AR 215/91 s33

2.5 describe legislation regarding minors and provision of liquor to them

K describe legislation regarding minors and provision of liquor to them:

84 (2) No licensee shall permit a minor to enter, be in or remain in any licensed premises, except licensed premises that a minor may enter, be in or remain in under this Act or the regulations.

Liquor Control Act p43, RSA 1980 c.L-17 s84

85 No person shall
(a) ... sell, provide, convey or give custody of liquor to a minor, or
(b) permit any person to supply liquor in licensed premises or premises described in a permit to a minor who is in those premises.

Liquor Control Act p43, RSA 1980 c.L-17 s85

**E.
ALBERTA
REGULATIONS**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 2: DESCRIBE *LIQUOR* *CONTROL ACT*

2.6 describe legislation
regarding refusal to sell
liquor

K describe legislation regarding refusal to
sell liquor:

76(1) An employee or agent of the Corporation, an operator of an agency store or duty-free store, a licensee or permittee or an employee of a licensee or permittee or of an operator of an agency store or duty-free store may for any reasonable cause refuse to sell liquor to any person.

(2) If a licensee or permittee or an employee of a licensee or permittee has refused to sell liquor to any person, he shall at the request of the Board give to the Board his reasons for so doing with full particulars of the circumstances relating to the refusal.

Liquor Control Act pp36-7, RSA 1980
c.L-17 s76

2.7 describe legislation
regarding conduct on
licensed premises

K describe legislation regarding conduct
on licensed premises:

95(2) No licensee or permittee and no employee or agent of a licensee or permittee shall

(a) permit any drunkenness or any violent, quarrelsome, riotous or disorderly conduct to take place on the licensed premises or the premises described in the permit,

(b) sell or provide liquor to a person apparently under the influence of alcohol or a drug, or

(c) permit a person apparently under the influence of alcohol or a drug to consume liquor on the licensed premises or the premises described in the permit.

Liquor Control Act p45, RSA 1980 c.L-17 s95(2)

E.
ALBERTA
REGULATIONS

SKILL 2:
DESCRIBE LIQUOR
CONTROL ACT

2.8 describe legislation
regarding sales
inducement

K describe legislation regarding sales
inducement:

92(1) Except as provided in the regulations, no licensee or permittee and no employee or agent of a licensee or permittee shall promote, induce, or further or attempt to promote, induce or further the sale of any particular kind, class or brand of liquor.

(2) No licensee or employee or agent of a licensee shall induce, require, urge or threaten, by force or otherwise, any person to purchase liquor in the licensed premises or demand that any person should purchase liquor in the licensed premises.

Liquor Control Act p44, RSA 1980 c.L-17
s92

E.
ALBERTA
REGULATIONS

SKILL 1: PREPARE FOR SERVICE

1.1 define service styles

K

define service styles:

- a) **American/plate service** - food is fully prepared and placed on plates in kitchen, ready for delivery to guests by server
- b) **banquet service** - pre-arranged plate or buffet service for group
- c) **buffet service** - guests choose meals from serving table; guests serve themselves, are served by server or a combination of both
- d) **catering service** - partially or fully prepared food is delivered to location off premises
- e) **English/family style service** - food is fully prepared and placed on serving platters or bowls in kitchen; server places platter or bowls on table; guests serve themselves
- f) **French service** - food is partially prepared in kitchen and then reheated or cooked and served from guéridon at tableside
- g) **room service** - food is partially or fully prepared and delivered to adjoining or affiliated room in hotel, motel or lodge to be cooked and/or served
- h) **Russian/platter service** - food is fully prepared in kitchen and is served from silver platters to guests' plates at table; server, captain or maître d' shows platter to guest at guest's left and serves requested items and amounts with serving spoon and fork

F. SERVICE TECHNIQUES

SKILL 1:
PREPARE FOR
SERVICE

1.2 perform pre-service
duties

K outline how to perform pre-service duties:

- a) start shift prepared and at scheduled time, e.g. in uniform, with equipment
- b) identify assigned section, for example:
 - determine table locations and numbers
 - determine side duties
- c) check section to ensure:
 - cleanliness
 - appropriate settings, e.g. cutlery, condiments
- d) check for special instructions, e.g. birthdays, wheelchair guests
- e) identify daily food and beverage specials and out-of-stock items, e.g. ingredients, preparation methods
- f) perform side duties, for example:
 - restock side stand
 - refill water jugs
 - make coffee

P perform pre-service duties as outlined above

F.
SERVICE
TECHNIQUES

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 3: USE SELLING TECHNIQUES

2.1 identify benefits of
evaluating guests'
needs

K identify benefits of evaluating guests'
needs:

- a) allows for smoother service in section
- b) allows server to pace service
- c) provides information to plan for ordering of food and beverages
- d) shows sensitivity to guest
- e) promotes guest satisfaction

2.2 evaluate guests' needs

K describe how to evaluate guests' needs:

- a) listen to guests' questions and comments, for example:
 - dietary needs
 - time constraints
 - special occasions
 - business meetings
- b) confirm understanding of guests' needs
- c) be aware of guests' body language, e.g. checking watch

P evaluate guests' needs as outlined above

F.
SERVICE
TECHNIQUES

SKILL 3: USE SELLING TECHNIQUES

<p>3.1 identify benefits of using selling techniques</p>	<p>K</p>	<p>identify benefits of using selling techniques:</p> <ul style="list-style-type: none"> a) increases guest check average: <ul style="list-style-type: none"> • increases establishment revenue • has potential to increase gratuities b) provides opportunity to suggest menu items c) personal endorsement of food and beverage items may set guest at ease d) demonstrates product knowledge and allows guest to make informed decisions e) shows concern and care for guest, increasing guest's satisfaction f) increases professional image and self-confidence
<p>3.2 use suggestive selling</p>	<p>K</p>	<p>outline how to use suggestive selling:</p> <ul style="list-style-type: none"> a) inform guest of: <ul style="list-style-type: none"> • specials: <ul style="list-style-type: none"> - describe primary ingredients - describe preparation methods • out-of-stock items: <ul style="list-style-type: none"> - offer alternatives b) suggest specific food and beverage items: <ul style="list-style-type: none"> • suggest wine to complement food • make product sound appealing: <ul style="list-style-type: none"> - be descriptive, e.g. use adjectives - be sincere, e.g. recommend personal favourites • present dessert tray if available c) upsell: <ul style="list-style-type: none"> • suggest add-ons, e.g. ice cream with pie • suggest upgrade, e.g. cappuccino instead of coffee

**F.
SERVICE
TECHNIQUES**

SKILL 3: USE SELLING TECHNIQUES

3.2 cont'd

P use suggestive selling as outlined
above

F.
SERVICE
TECHNIQUES

SKILL 4: USE RESPONSIBLE ALCOHOL SERVICE

4.1 describe reasons for responsible alcohol service	K	<p>describe reasons for responsible alcohol service:</p> <ul style="list-style-type: none"> a) server is legally obligated to prevent guest from reaching state of intoxication which may directly or indirectly cause injury or death b) avoids legal sanctions
4.2 outline factors affecting intoxication level of guests	K	<p>outline factors affecting intoxication level of guests:</p> <ul style="list-style-type: none"> a) rate of consumption, i.e. number of drinks per hour b) full versus empty stomach c) size and ideal body weight d) previous experience with alcohol e) mood or emotional state f) presence of other drugs in body
4.3 identify possible signs of intoxication	K	<p>identify possible signs of intoxication:</p> <ul style="list-style-type: none"> a) loss of inhibitions, for example: <ul style="list-style-type: none"> • becoming overly friendly • changes in volume or rate of speech • disturbing other customers • change in use of foul language b) impaired judgement, for example: <ul style="list-style-type: none"> • complaints about weakness of drink • changes in consumption rate • becoming argumentative or belligerent • may start to order doubles • becoming careless with money • makes illogical statements c) impaired reactions, for example: <ul style="list-style-type: none"> • lights more than one cigarette at a time • seems unable to focus eyes properly

**F.
SERVICE
TECHNIQUES**

FOOD AND BEVERAGE SERVER

SKILL 4: USE RESPONSIBLE ALCOHOL SERVICE

4.3 cont'd

- seems unable to concentrate; loses train of thought
- slurred speech
- unreasonable sweating
- d) loss of co-ordination, for example:
 - difficulty in picking up change or cigarettes
 - spills drink
 - staggering and difficulty moving around objects in path
 - unable to sit upright; falling asleep briefly, waking with jerking motion
- e) these behaviours, though not always indicative of intoxication, are examples of possible reactions to alcohol, and are offered as a guide to help identify intoxication

4.4 use intervention strategies

K outline how to use intervention strategies:

- a) subtly slow rate of alcohol service to guests who are consuming alcohol rapidly, e.g. allows more time to lapse between drinks
- b) offer food or non-alcoholic beverages as alternative to alcohol
- c) promote activities other than drinking, e.g. games, videos
- d) enlist aid of guests' friends to slow or cease guests' alcohol consumption

P use intervention strategies as outlined above

F. SERVICE TECHNIQUES

SKILL 4: USE RESPONSIBLE ALCOHOL SERVICE

4.5 use strategies to cut off alcohol service to guest who is apparently intoxicated

- | | |
|----------|--|
| K | <p>outline how to use strategies to cut off alcohol service to guest who is apparently intoxicated:</p> <ul style="list-style-type: none"> a) notify supervisor and co-worker b) use calm, courteous, firm approach c) avoid using emotionally charged words and accusations to describe guest, e.g. 'drunk' d) listen and empathize with guest but neither bargain nor back down, e.g. nod head e) explain decision is not arbitrary by citing regulation or house policy regarding overservice of alcohol f) communicate intent to guest privately, if possible, to reduce embarrassment or defiance g) identify and enlist aid of sober friends accompanying guest |
| P | <p>use strategies to cut off alcohol service to guest who is apparently intoxicated as outlined above</p> |

F.
SERVICE
TECHNIQUES

SKILL 5: FOLLOW STEPS OF AMERICAN/PLATE SERVICE

5.1 follow steps of
American/plate service

K outline steps of American/plate service:

- a) promptly greet guest, smile and make eye contact
- b) present menus
- c) pour water
- d) inform guest of daily food and beverage specials and of any unavailable items
- e) take beverage order
- f) deliver beverages
- g) take food order
- h) take wine order
- i) deliver bread
- j) present and serve wine
- k) present appropriate cutlery for each course
- l) serve courses in correct order, e.g. soup, salad, main course
- m) offer condiments
- n) perform table maintenance, e.g. change ashtrays
- o) monitor guest's satisfaction periodically
- p) ask for and attend to additional requests
- q) complete wine service
- r) present dessert tray or menu
- s) take dessert and after-dinner beverage orders
- t) serve dessert, coffee and after-dinner beverages
- u) refill coffee or teapot
- v) continue to monitor guests' needs until request is made for guest check
- w) process guest check payment
- x) return change or charge card to guest with smile and express appreciation

F.
SERVICE
TECHNIQUES

SKILL 5:
FOLLOW STEPS OF
AMERICAN/PLATE
SERVICE

5.1 cont'd

y) express appropriate farewell as guest leaves

P follow steps of American/plate service as outlined above

F.
SERVICE
TECHNIQUES

SKILL 6: TAKE AND DELIVER ORDERS

6.1 take food and beverage orders

K outline how to take food and beverage orders:

- a) maintain good posture
- b) stand at open side of table when possible
- c) make eye contact with speaker
- d) speak clearly
- e) listen carefully
- f) request order courteously:
 - ask open-ended questions, e.g. 'What may I bring you for a beverage?'
 - use suggestive selling
- g) choose reference person for initial order to ensure correct meal placement
- h) take order, e.g. clockwise around table:
 - ask questions pertaining to menu options
 - confirm time of service for courses which are out of sequence, e.g. appetizer in place of main course
 - note special requests
- i) acknowledge order, e.g. repeat order to ensure accuracy
- j) relay order to bar in correct sequence, i.e. beer, highballs, specialty cocktails, wine, hot drinks
- k) relay order to kitchen in correct sequence, i.e. appetizer, soup, salad, main course/entrée, dessert

P take food and beverage orders as outlined above

F. SERVICE TECHNIQUES

SKILL 6: TAKE AND DELIVER ORDERS

- | | | |
|----------------------------|---|--|
| 6.2 relay order to kitchen | K | <p>describe how to relay order to kitchen:</p> <ul style="list-style-type: none"> a) consider differing preparation times for different items b) consider demands on kitchen, e.g. bus arrival creates large number of orders at once c) use point of sales (p.o.s.) system in establishment, for example: <ul style="list-style-type: none"> • automatic p.o.s. system: <ul style="list-style-type: none"> - key in order to automatically notify kitchen or bar of needs • cash register p.o.s. system: <ul style="list-style-type: none"> - write order with register abbreviations and cost per item on guest check - deliver by hand to kitchen or bar to notify of needs • manual p.o.s. system: <ul style="list-style-type: none"> - write guest check legibly using proper abbreviations - deliver by hand to kitchen or bar to notify of needs |
|----------------------------|---|--|

- | | | |
|------------------|---|---|
| 6.3 pick up food | P | relay order to kitchen as outlined above |
| | K | <p>outline how to pick up food:</p> <ul style="list-style-type: none"> a) pick up items promptly, e.g. as soon as kitchen puts it out b) ensure menu item is complete c) check presentation, for example: <ul style="list-style-type: none"> • portion size • neatness, e.g. plate is free of drips • fresh looking • hot items are hot, cold items are cold d) garnish as necessary |

F.
SERVICE
TECHNIQUES

SKILL 6: TAKE AND DELIVER ORDERS

6.3 cont'd

- e) ensure guest has appropriate cutlery, e.g. proper fork for escargot
- f) use clean cloth napkin to handle hot plate
- g) arrange order according to serving pattern, i.e. first meal picked up should be last meal served
- h) ensure carrying method is secure and safe, whether using tray or hands
- i) ensure plates do not touch food on other plates

P pick up food as outlined above

6.4 carry tableware

K outline how to carry tableware:

- a) handle cutlery only by handle, before and after use
- b) deliver clean cutlery to table, for example:
 - on small, clean tray with clean napkin beneath and covering cutlery
 - on clean plate with clean napkin beneath and covering cutlery
 - wrapped in clean napkin
- c) handle plates by rim only
- d) handle glassware by base or stem only, i.e. do not touch rim
- e) handle cups by base or handle only

P carry tableware as outlined above

SKILL 6: TAKE AND DELIVER ORDERS

6.5 carry trays

- K** outline how to carry trays:
- a) be alert and look forward when carrying trays
 - b) use other hand to clear path, e.g. open doors
 - c) use non-slip tray to deliver beverages
 - d) for arm or bar tray:
 - carry tray on hand using fingers to balance
 - carry in manner which maximizes control, e.g. chest-height next to body
 - ensure tray is evenly loaded; put heavy items in centre
 - serve directly from tray
 - e) for oval serving tray:
 - ensure tray is evenly loaded; balance tray items
 - balance tray on palm; heavy tray can rest on shoulder
 - carry at shoulder height
 - balance with other hand on rim before setting tray down
 - put tray on stand before serving from it
 - raise and lower tray with back straight, bending at knees

- P** carry trays as outlined above

**F.
SERVICE
TECHNIQUES**

SKILL 6: TAKE AND DELIVER ORDERS

6.6 identify importance of
table service guidelines

K identify importance of table service
guidelines:

- a) creates smooth service
- b) respects guests' personal space
- c) prevents body contact between
server and guests

6.7 use table service
guidelines

K outline table service guidelines:

- a) serve guests with opposing arm,
e.g. when serving from guests' left,
use left arm
- b) remove items from table without
reaching across guests, whenever
possible
- c) serve order, for example:
 - women and children first
 - host last
 - for booth service, guests
farthest from server first
- d) serve courses:
 - in order specified by guest
 - concurrently, e.g. main course
served to all guests at same
time
- e) position plate, for example:
 - with main course item at six
o'clock position, e.g. meat or
fish directly in front of guest
 - approximately 2.5 cm (1 in.)
from edge of table

P use table service guidelines as outlined
above

SKILL 6: TAKE AND DELIVER ORDERS

6.8 serve order

K

describe how to serve order:

- a) ensure guest is aware of your presence
- b) avoid interrupting guests
- c) present orders:
 - speak clearly but quietly
 - identify orders when placed on table, e.g. 'Your cordon bleu'
 - warn guests about hot plates
 - receive acknowledgement from guests that orders are correct
- d) maintain table, e.g. remove unnecessary items
- e) ask if there is anything else needed
- f) bid guest pleasant dining
- g) ensure meal is to guests' liking after they have had time to taste:
 - be specific, e.g. 'How are the Crêpes St. Jacques?'
- h) make eye contact when addressing and acknowledging guests
- i) watch for non-verbal cues, e.g. pushing plate away before finishing main course
- j) take prompt action on requests or problems

P

serve order as outlined above

F.
SERVICE
TECHNIQUES

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 8: USE SECTION MANAGEMENT

7.1 present bottled wine

K

describe how to present bottled wine:

- a) wipe bottle, if necessary
- b) ensure capsule and cork are intact
- c) present bottle to wine host:
 - position bottle so label is facing wine host
 - repeat name of wine to confirm it is wine that guest ordered
- d) wait for acknowledgement from wine host before opening bottle

P

present bottled wine as outlined above

7.2 open still red or white wine

K

describe how to open still red or white wine:

- a) place wine bottle on table with label facing wine host
- b) use professional flat corkscrew with knife
- c) after receiving wine host's approval, cut capsule evenly and completely with knife, or use pull tab; discard top of capsule
- d) wipe top of bottle and cork with clean napkin
- e) insert point of corkscrew into cork slightly off centre and twist; never allow screw to penetrate bottom of cork:
 - if cork is faulty or broken, replace bottle
- f) rest lever of corkscrew on lip of bottle and pull steadily until cork is removed
- g) remove cork from corkscrew and place before wine host for inspection
- h) wipe top of bottle with clean napkin

F.
SERVICE
TECHNIQUES

**SKILL 7:
SERVE
WINE**

7.2 cont'd

- i) leave red wine to breathe if wine host wishes

P open still red or white wine as outlined above

7.3 open sparkling wine

K describe how to open sparkling wine:

- a) wipe bottle, if necessary
- b) do not shake or handle bottle roughly
- c) place bottle on table with label facing wine host
- d) hold bottle at 45° angle, pointing it away from people and breakables
- e) remove and discard foil wrapper
- f) while applying pressure to top of cork, loosen wire cap, remove and discard
- g) cover cork and top of bottle with napkin and, holding napkin and cork in one hand, twist bottle with other hand
- h) allow pressure inside bottle to gently ease cork out
- i) continue to hold bottle at 45° angle until pressure subsides
- j) wipe top of bottle with clean napkin

P open sparkling wine as outlined above

7.4 pour wine

K outline how to pour wine:

- a) pour small amount of wine for wine host to test, e.g. one ounce
- b) after receiving wine host's approval, serve wine, for example:
 - women first, counterclockwise from host around table
 - wine host last
- c) fill glasses 1/2 to 3/4 full, according to:
 - shape and size of glasses

**F.
SERVICE
TECHNIQUES**

FOOD AND BEVERAGE SERVER

TOURISM
STANDARDS
CONSORTIUM
(Western Canada)

SKILL 8: USE SECTION MANAGEMENT

7.4 cont'd

- number of guests being served
- d) pour sparkling wine slowly until froth almost reaches brim of glass; allow it to subside before continuing to pour
- e) prevent drips, e.g. twist bottle slightly at end of pour
- f) place bottle on table or in ice bucket and place napkin as required
- g) remove cork, capsule and empty wine bottles from table or ice bucket

P pour wine as outlined above

7.5 serve subsequent bottles of wine

K outline how to serve subsequent bottles of wine:

- a) follow steps for opening wine
- b) offer wine taste to wine host in clean wine glass
- c) supply clean glasses to all guests if required, e.g. if different wine is served or if glasses are soiled
- d) remove empty glasses and bottles

P serve subsequent bottles of wine as outlined above

F.
SERVICE
TECHNIQUES

SKILL 8: USE SECTION MANAGEMENT

8.1 identify importance of effectively using time

K identify importance of effectively using time:

- a) develops sense of service flow
- b) helps make decisions during busy times
- c) provides quality service to guests
- d) standardizes procedures for staff and management

8.2 use time effectively

K outline how to use time effectively:

- a) be organized, for example:
 - identify tasks to be completed
 - determine most efficient way to complete tasks
- b) treat section as a whole rather than as several individual tables so that there is smooth flow of service, e.g. pour coffee for all tables requiring coffee, not just for one
- c) combine tasks whenever possible, for example:
 - when moving within section, e.g. serve drinks at one table, take order at second table and clear plates from third table
 - when moving between kitchen and section, e.g. after serving one table, bus another before leaving section
- d) set priorities:
 - consider needs of guests and co-workers

P use time effectively as outlined above

**F.
SERVICE
TECHNIQUES**

SKILL 8: USE SECTION MANAGEMENT

8.3 perform table
maintenance

- K** outline how to perform table maintenance:
- a) ensure table is properly and completely set
 - b) remove extra covers, for example:
 - in American/plate service, remove immediately
 - in banquet service, leave on until main course is served
 - c) remove menus when no longer required
 - d) remove empty glassware, bottles and debris as soon as possible
 - e) replace dirty ashtrays as required, e.g. before each course
 - f) check table before each food course is served to ensure:
 - proper cutlery is available
 - unnecessary items are removed
 - g) remove used dishes and cutlery when they are no longer required or when all guests are finished:
 - receive acknowledgement from guest to ensure meal is finished, e.g. make eye contact

P perform table maintenance as outlined above

F.
SERVICE
TECHNIQUES

SKILL 9: SERVE DESSERT AND AFTER-DINNER BEVERAGES

9.1 serve dessert and
 after-dinner
 beverages

- | | |
|---|--|
| K | <p>outline how to serve dessert and after-dinner beverages:</p> <ul style="list-style-type: none"> a) offer dessert by presenting: <ul style="list-style-type: none"> • tent card • dessert menu • dessert cart or tray b) use suggestive selling c) suggest desserts based on guest request or input, e.g. guest: 'I would like something light.'; server: 'Perhaps you would enjoy our fresh fruit dish.' d) ensure guest has appropriate clean cutlery e) serve dessert f) offer or suggest coffee, tea, special coffees and liqueurs g) serve beverages h) replenish after-dinner beverages and condiments as required i) perform table maintenance |
| P | <p>serve dessert and after-dinner beverages as outlined above</p> |

F.
SERVICE
TECHNIQUES

SKILL 10: PRESENT GUEST CHECK

10.1 present guest check

- K** outline how to present guest check:
- a) enquire as to whether guest would care for anything else:
 - if yes, fulfil request
 - if no, proceed with presenting guest check
 - b) total check
 - c) prior to presenting guest check:
 - verify accuracy of check, e.g. ensure charges are correct, ensure applicable taxes are added
 - check legibility, e.g. ensure computer printout or written guest check is clear
 - d) add accompaniments to presentation tray, e.g. mints, petit fours
 - e) place check on table, face down or in billfold:
 - if one check, place to host's left
 - if separate checks, place to each individual's left
 - if uncertain as to who is paying, place between guests
 - f) pick up check and payment, when appropriate and if required, e.g. if cash or credit card is placed on table
 - g) follow steps to process payment
 - h) thank guest, by name if possible, and invite guest to return
 - i) continue to monitor guests' needs and start new check if required
- P** present guest check as outlined above

SKILL 10: PRESENT GUEST CHECK

10.2 follow gratuity
etiquette

- | | |
|----------|--|
| K | <p>outline how to follow gratuity etiquette:</p> <ul style="list-style-type: none"> a) realize gratuity is a reward for service and not something owed to server, e.g. do not complain about tips b) return proper change, if guest pays with cash |
| P | <p>follow gratuity etiquette as outlined above</p> |

F.
SERVICE
TECHNIQUES

SKILL 11: BUS TABLE

11.1 bus table

K

describe how to bus table:

- a) after guest has left, clear remaining items
- b) clean table surface:
 - if tablecloths are used:
 - obtain fresh tablecloth of appropriate size
 - unfold fresh tablecloth and drape over far end of table
 - do not let tablecloth touch floor
 - grasp both tablecloths and draw them towards self to end of table to avoid letting surface of table show
 - straighten fresh tablecloth
 - fill and wipe condiment containers and replace on table
 - deposit soiled tablecloth into hamper
 - if tablecloths are not used:
 - use clean cloth to wipe entire surface; move condiments and tent cards as required
- c) brush chairs, spot clean and dry as necessary:
 - replace chairs beneath tables
- d) set table with clean tableware
- e) check for items under table, e.g. napkins, articles left by guest

P

bus table as outlined above

SKILL 11: BUS TABLE

11.2 load bus pans

- K** outline how to load bus pans:
- a) ensure bus pans are never overloaded
 - b) put cutlery in one part of bus pan:
 - ensure cutlery and scraps are not mixed
 - c) remove glassware to separate tray or bus pan to limit breakage
 - d) scrape china and stack in bus pan
 - e) load bus pan as quietly as possible
 - f) cover when transporting
 - g) remove buspan to service area or kitchen

- P** load bus pans as outlined above

11.3 reset table

- K** outline how to reset table:
- a) ensure tableware is clean and on table
 - b) check cutlery, glassware and dishes as they are placed to ensure cleanliness and spotlessness
 - c) set table from left to right:
 - salad fork
 - dinner fork
 - napkin, centred in space reserved for plate
 - dinner knife, blade facing left
 - bread and butter knife, blade facing left
 - coffee spoon
 - soup spoon
 - water glass, centred above knife
 - side plate, to left of fork
 - d) place wine glasses on table:
 - wine glass is placed to right of, and just below water glass

**F.
SERVICE
TECHNIQUES**

FOOD AND BEVERAGE SERVER

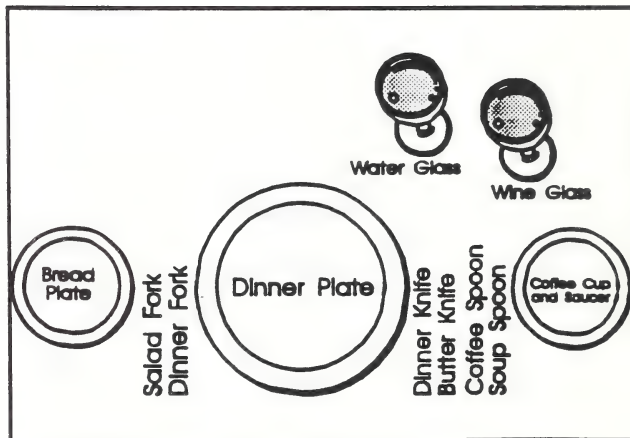
TOURISM
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(Western Canada)

SKILL 11: BUS TABLE

11.3 cont'd

- if serving more than one wine, wine glasses are placed in row to right of water glass, or one glass directly to right of water glass and other wine glass directly below first wine glass
- e) place coffee cup handle at 4 o'clock position
- f) place matches and ashtrays on tables in smoking section

P reset table as outlined above



F.
SERVICE
TECHNIQUES

SKILL 12: PERFORM CLOSING DUTIES

12.1 perform closing
duties

- | | |
|----------|--|
| K | outline how to perform closing duties: <ul style="list-style-type: none"> a) shut off electrical equipment when section is closed, e.g. coffee warmer b) empty water jugs, coffee and hot water silexes; clean and return to service area c) make sure condiments are refilled and returned to appropriate storage area, e.g. side stand, cooler d) clear and wipe tables and side stand e) check furniture and section for: <ul style="list-style-type: none"> • smouldering cigarettes • items left by guests: <ul style="list-style-type: none"> - give to supervisor • table lanterns to be extinguished f) sweep section area g) take out garbage for establishment h) clean menus for next shift i) ensure section is left clean, organized and well stocked j) request inspection by supervisor k) acknowledge that supervisor may require other duties be done regularly or periodically, e.g. clean cooler |
| P | perform closing duties as outlined above |

F.
SERVICE
TECHNIQUES

▼ APPENDIX A

1. Legislation regarding discrimination and employment practices:

- 7(1) No employer or person acting on behalf of an employer shall
- (a) refuse to employ or refuse to continue to employ any person, or
 - (b) discriminate against any person with regard to employment or any term or condition of employment,
- because of the race, religious beliefs, colour, gender, physical disability, mental disability, marital status, age, ancestry or place of origin of that person or of any other person ...

Individual's Rights Protection Act p4, RSA 1980 c.1-2 s7

2. Legislation regarding hours of work and overtime pay:

- 27(1) ... no employer shall require or permit an employee to work for more than 8 hours in a day or 44 hours in a week unless the employer pays that employee at the overtime rate in accordance with subsection (2) and (3).
- (2) If in a week an employee completes 44 hours of work or less but on one or more of the days in the week he completes more than 8 hours of work, the overtime rate shall be paid for those hours of work in excess of 8 in each day.
- (3) If in a week an employee completes more than 44 hours of work,
- (a) the hours of work in excess of 8 in each day of the week shall be totalled, and
 - (b) the hours of work in excess of 44 in the week shall be totalled,
- and the overtime rate shall be paid for whichever is the greater number of hours under clause (a) or (b), or if they are the same, that common number of hours.

Employment Standards Code p15, AR 1988 c.E-10.2 s27

3. Legislation regarding hours of rest:

- 32(1) An employer shall allow his employees at least
- (a) 1 day of rest each week,
 - (b) 2 consecutive days of rest in each period of 2 consecutive weeks,
 - (c) 3 consecutive days of rest in each period of 3 consecutive weeks, or
 - (d) 4 consecutive days of rest in each period of 4 consecutive weeks.
- (2) No employer shall cause an employee to work for a period of more than 24 consecutive days unless the period is followed by at least 4 consecutive days of rest.
- (3) An employer shall grant each of his employees a paid or unpaid rest period of at least ½ hour during each shift in excess of 5 consecutive hours of work unless
- (a) an accident occurs, urgent work is necessary or other unforeseeable or unpreventable circumstances occur,
 - (b) the Director issues a permit authorizing an exemption from this section,
 - (c) a regulation permits an exemption from this section,
 - (d) pursuant to a collective agreement, different rest provisions are agreed to, or
 - (e) it is not reasonable for the employee to take a rest period.

Employment Standards Code pp17-8, 1988 c.E-10.2 s32

4. Legislation regarding notice of work schedules:

- 33(1) Every employer shall notify his employees
- (a) of the time at which work begins and ends, or
 - (b) of the time at which each shift begins and ends, by posting notices in places where they can be seen by his employees or by any other method the Director approves.
- (2) An employee shall not be required to change from one shift to another shift without at least
- (a) 24 hours' notice in writing of the change of shift, and
 - (b) 8 hours of rest between shifts.

Employment Standards Code p18, AR 1988 c.E-10.2 s33

5. Legislation regarding vacation and vacation pay entitlement:

- 39(1) ... an employer shall give to each of his employees,
- (a) after each year of employment with the employer, an annual vacation of at least 2 weeks, and
 - (b) after 5 years of employment with the employer, an annual vacation of at least 3 weeks with vacation pay calculated in accordance with subsection (2) to (4).
- (2) The vacation pay payable for each week of vacation to an employee who is paid by the month is an amount equal to the wage of the employee for his normal hours of work in a month divided by 4 1/3.
- (3) The vacation pay payable to an employee who is paid other than by the month
- (a) in the case of an employee who is entitled to 2 weeks of vacation is an amount equal to 4% of the employee's wages for the year of employment with respect to which the vacation is given, and
 - (b) in the case of an employee who is entitled to 3 weeks of vacation is an amount equal to 6% of the employee's wages for the year of employment with respect to which the vacation is given.
- (4) Vacation pay paid to an employee shall be deemed to be wages for the purpose of calculating the vacation pay payable to the employee in the following year.

Employment Standards Code pp19-20, AR 1988 c.E-10.2 s39

6. identify Alberta's general holidays:

- a) New Year's Day
- b) Family Day
- c) Good Friday
- d) Victoria Day
- e) Canada Day
- f) Labour Day
- g) Thanksgiving Day
- h) Remembrance Day
- i) Christmas Day

7. Legislation regarding general holiday pay entitlement:

48 If a general holiday falls on a day that would, but for the general holiday, have been a working day for an employee and the employee does not work on that day, the employer shall pay the employee, for that day, general holiday pay that is at least equal to the average daily wage of the employee.

49 If a general holiday falls on a day that would, but for the general holiday, have been a working day for the employee and the employee works on the general holiday, the employer shall

- (a) pay the employee general holiday pay
 - (i) for each hour of work of the employee on that day, a sum that is at least equal to 1.5 times the hourly wage of the employee, and
 - (ii) a sum that is at least equal to the average daily wage of the employee,
- or (b) provide the employee
 - (i) for each hour of work of the employee on that day, with a sum that is at least equal to the hourly wage of the employee,
 - (ii) with 1 day's holiday, not later than the next annual vacation of the employee, on a day that would, but for the holiday, be a working day for the employee, and
 - (iii) in respect of the holiday referred to in subclause (ii), with general holiday pay of a sum that is at least equal to the average daily wage of the employee.

Employment Standards Code p22, AR 1988 c.E-10.2 s48,49

8. Legislation regarding extended hours of work:

31 The hours of work of an employee shall be confined within a period of 12 consecutive hours in any one day unless

- (a) an accident occurs, urgent work is necessary to a plant or machinery, or other unforeseeable or unpreventable circumstances occur, in which case the hours of work shall be increased only to the extent necessary to avoid serious interference with the ordinary working of a business, undertaking or other activity,
- (b) the Director issues a permit authorizing extended hours of work, or
- (c) a regulation permits extended hours of work.

Employment Standards Code p17, AR 1988 c.E-10.2 s31

9. Legislation regarding statement of employment:

21(1) Every employer shall, at the end of each pay period, provide each of his employees with a statement in writing, for retention by the employee, setting out for the period and in respect of the employee the following information:

- (a) regular hours of work;
- (b) overtime hours of work;
- (c) wage rate;
- (d) overtime rate;
- (e) wages paid;
- (f) overtime pay paid;
- (g) time off in place of overtime pay provided and taken;
- (h) vacation pay paid;
- (i) general holiday pay paid;

9. cont'd

- (j) money paid in place of notice of termination of employment;
 - (k) amount of each deduction from the wages, overtime pay or entitlements of the employee and the purpose for which each deduction is made;
 - (l) period of employment covered by the statement.
- (2) An employer shall, on request, give to an employee a detailed statement as to the computation of the amount of wages, overtime pay and entitlements to which the employee is entitled and the method of computing any bonus or living allowance paid, whether or not it forms part of wages.
- (3) On the termination of employment of an employee, an employer shall, on request, give to the employee a written statement showing the period or periods during which the employee was employed by him.

Employment Standards Code pp13-4, AR 1988 c.E-10.2 s21

10. Legislation regarding maintenance of employment records:

18(1) ... every employer shall maintain in each place of business operated by the employer in Alberta a record of the following in respect of each of his employees employed at that place of business:

- (a) hours of work each day, recorded daily;
 - (b) wages and overtime pay paid;
 - (c) time off in place of overtime pay provided and taken;
 - (d) name, address and date of birth;
 - (e) date of commencement of the present term of employment;
 - (f) wage rate and overtime rate at commencement of employment, and date and particulars of each change to them;
 - (g) each annual vacation granted, showing
 - (i) the date of commencement and completion, and
 - (ii) the period of employment covered by the annual vacation;
 - (h) amount of vacation pay paid
 - (i) general holiday pay paid and the date on which a general holiday is taken if it is not taken on the actual day of the general holiday;
 - (j) amount of each deduction from the wages, overtime pay or entitlements of the employee and the purpose for which each deduction is made;
 - (k) copies of written requests to an employee to return to work after a temporary layoff and any notice of termination of employment;
 - (l) amount of money paid in place of notice of termination of employment;
 - (m) copies of all letters, documents and certificates relating to parental benefits.
- (2) Subsection (1)(a) does not apply to an employee employed entirely in
- (a) a supervisory capacity,
 - (b) a managerial capacity, or
 - (c) a capacity concerning matters of a confidential nature

and whose duties do not, other than in an incidental way, consist of work similar to that performed by other employees who are not so employed.

Employment Standards Code pp12-3, AR 1988 c.E-10.2 s18

11. Legislation regarding termination of employment:

57(1) ... no employer shall terminate the employment of an employee unless he gives the employee

- (a) notice of termination in accordance with subsection (2)(a),
- (b) a sum of money in place of notice of termination in accordance with subsection (2)(b), or
- (c) a combination of notice of termination and money in place of notice of termination in accordance with subsection (2)(c).

(2) If an employer wishes to terminate the employment of an employee by notice of termination, the employer shall give the employee

- (a) written notice of termination of employment of at least
 - (i) 1 week, if the employee has been employed by the employer for more than 3 months but less than 2 years,
 - (ii) 2 weeks, if the employee has been employed by the employer for 2 years or more but less than 4 years,
 - (iii) 4 weeks, if the employee has been employed for 4 years or more but less than 6 years,
 - (iv) 5 weeks, if the employee has been employed for 6 years or more but less than 8 years,
 - (v) 6 weeks, if the employee has been employed for 8 years or more but less than 10 years, or
 - (vi) 8 weeks, if the employee has been employed for 10 years or more,

indicating on the notice the date it is issued,

- (b) a sum of money that is at least equal to the wages the employee would have earned if the employee had worked his regular hours of work for the period of notice applicable to the employee under clause (a), or
- (c) a combination of a portion of the notice of termination required under clause (a) together with money that is at least equal to the wages the employee would earn if he worked his regular hours of work for the period of notice applicable to the employee under clause (a) that is not given.

(3) If the wages of an employee vary from one week to another or from one 2-week period to another, as the case may be, the average of the employee's wages for the 3-month period that the employee worked immediately preceding the date of termination of employment shall be used in determining the sum to be paid to the employee pursuant to subsection (2)(b) or (c).

58(1) No notice of termination of employment, payment of money in place of notice of termination or combination of notice and money in place of notice is required to be given or paid by an employer under this Act to terminate the employment of an employee if

- (a) the employee has been employed by his employer for 3 months or less; ...
- (c) the employee is employed for a definite term or task for a period not exceeding 12 months on completion of which the employment terminates;
- (d) the employee is temporarily laid off;
- (e) the employee's employment is terminated for just cause;
- (f) the employee is laid off after refusing an offer by the employer of reasonable alternative work;
- (g) the employee refuses work made available through a seniority system; ...
- (l) the employee is employed on a seasonal basis and on the completion of the season the employee is terminated; ...

Employment Standards Code pp24-6, AR 1988 c.E-10.2 s57-58

12. Definition of sexual harassment:

any behaviour which is sexual in nature and unwelcome and which, directly or indirectly, adversely affects, or threatens to affect, a person's job security, prospects of promotion or earnings, working conditions, or opportunity to secure a job, living accommodations, or any kind of public service. Sexual harassment is usually an attempt by one person to exercise perceived power over another ...

There are many ways in which sexual harassment can be expressed, from the very subtle to the most overt. These include:

- suggestive remarks or compromising invitations;
- verbal abuse or display of suggestive pictures;
- leering or whistling;
- outright demands for sexual favours or even physical assault ...

'Defining Sexual Harassment'; Alberta Human Rights Commission

13. Outline steps to prevent sexual harassment in workplace:

- a) policy must be made and communicated to employees that management believes in fair and equal treatment of employees regardless of gender and will not tolerate sexual harassment
- b) management must demonstrate commitment to eliminating sexual harassment within company
- c) policy must:
 - be developed through consultation with, and be applicable to, all personnel
 - provide clear definition of what is considered to be sexual harassment
 - contain guidelines for victims of sexual harassment which indicate where to go for advice and how to file complaints
 - stress confidentiality and contain assurances against retaliation
 - outline what steps will be taken with proven offenders
 - outline minimum and maximum consequences
- d) reaction to complaints should be fair and prompt
- e) education about sexual harassment policy must be ongoing

'Sexual Harassment'; Alberta Human Rights Commission

14. Legislation regarding notice of injury:

- 27(1) If a worker
- (a) suffers personal injury by an accident, or
 - (b) regardless of whether he is injured, is, as a result of an accident, entitled to medical aid...
- the worker shall, as soon as practicable after the accident, give notice of the accident in accordance with the regulations
- (c) to the employer, and
 - (d) to the Board, if the injury disables or is likely to disable the worker for more than the day of the accident.

Workers' Compensation Act p21, SA 1981 c.W-16 s27

15. Classes and symbols of hazardous materials:

Class A - compressed gas

Class B - flammable and combustible material

Class C - oxidizing material

Class D - poisonous and infectious material

1. Materials causing immediate and serious toxic effect

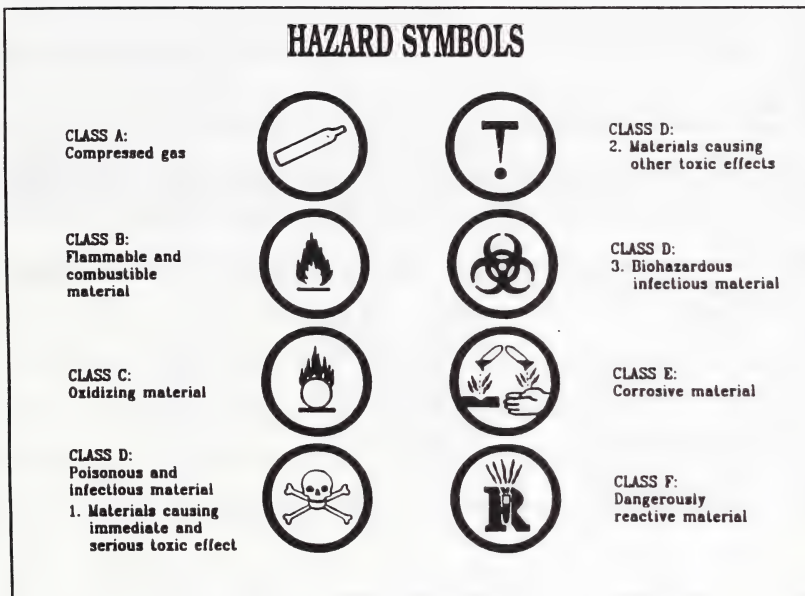
2. Materials causing other toxic effects

3. Biohazardous infectious material

Class E - corrosive material

Class F - dangerously reactive material

Workplace Hazardous Materials Information System (WHMIS) p12, Labour Canada



16. Legislation regarding hours of liquor sale and consumption:

31(1) Subject to subsection (2) and any conditions affecting a licence, a licensee shall only sell or allow the consumption of liquor on licensed premises on a day and during the hours when the sale and consumption of liquor is permitted under the licence or in accordance with Schedule 2.

(2) The Board may, notwithstanding Schedule 2,

- (a) reduce the hours of sale and consumption in licensed premises, and
- (b) approve the use of licensed premises on a day or during a time when the licensed premises are required to be closed.

(3) Nothing in this Regulation prohibits the serving and consumption of liquor under a permit in respect of licensed premises on Sunday or a holiday.

Liquor Control Act: Liquor Administration Regulation pp 13-4, AR 215/91 s31

16. cont'd

Schedule 2 Maximum Hours of Liquor Sale and Consumption

Item	Licence	Weekdays	Sundays
1	Class A	10 a.m. - 2 a.m.	11 a.m. - 2 a.m. ...
2	Class B		
	(a) Recreational facility	10 a.m. - 2 a.m.	11 a.m. - 2 a.m.
	(b) Convention centre	set by the Board	set by the Board
	(c) Public conveyance	set by the Board	set by the Board
	(d) Race track	Two hours before post time until end of the last race	
	(e) Sports stadium	Two hours before start of event until end of the event	
	(f) Theatre	Two hours before opening curtain until final curtain	
3	Class C		
	(a) Canteen	set by the Board	set by the Board
	(b) All others	10 a.m. - 2 a.m.	set by the Board
4	Class D		
	(a) Class A off-sale (i) Liquor (ii) Beer	10 a.m. - 11 p.m. 10 a.m. - 2:50 a.m.	
	(b) Class E off-sale	10 a.m. - 11 p.m.	
	(c) Beer retail store	10 a.m. - 1 a.m.	
	(d) Wine retail store	9 a.m. - 11 p.m.	

16. cont'd

Conditions:

1. On Class A, B and C licensed premises, consumption of liquor is permitted for a maximum of one hour after the time when liquor sales are required to cease.
2. At the end of the consumption period, all unauthorized people must leave Class A licensed premises where liquor service is the primary source of business.
3. Class A licensed premises where liquor is the primary source of business shall be closed when the sale and consumption of liquor is not permitted.
4. Class D licensed premises shall be closed when the sale of liquor is not permitted unless the premises is also a Class A licensed premises.
5. The maximum hours of sale under a caterer and patio extension and licence extension ... are the same as those for the licence being extended unless otherwise prescribed by the Board.
6. Liquor sales at a stadium and racetrack shall not occur unless the food concessions are open.
7. If a licensed premises is required to be closed under this Schedule, the premises shall remain closed until the beginning of the next period when liquor may be sold on those premises.
8. If a licensee has an authorization described ... the maximum hours of liquor sale and consumption on Christmas Day and Good Friday shall be the same as on Sundays.

Liquor Control Act: Liquor Administration Regulation p31, AR 215/91 Sched.2

▼ GLOSSARY

add-ons	-	extra item ordered to compliment previous item, e.g. garlic toast with spaghetti
authorization machine	-	machine used to verify acceptability of guest's credit card
Béchamel	-	sauce made by adding milk to roux
breakage	-	the loss and ensuing cost of broken supplies; usually glassware or crockery
buspan	-	rectangular plastic container used to collect tableware and carry it to dishwashing area
café au lait (French)	-	espresso with steamed milk
café latté (Italian)	-	espresso with steamed milk
cappuccino	-	mixture of equal parts espresso and frothy steamed milk
cash float	-	amount of money, usually small bills and coinage, with which to make change for guests
champagne method	-	sparkling wines made by secondary fermentation
clarify	-	cooking term meaning to make clear; when used with regards to butter, water and milk solids have been removed, leaving purified butter fat
cognac	-	a superior brandy which is distilled from wine that was made from grapes grown in the Cognac region of France; cognac is a type of brandy, but all brandies are not cognac
condiment	-	item served to enhance flavour and/or appearance, e.g. dressing, sauce, garnish
countersign	-	a confirming signature added to a previously signed document
course	-	food or group of food served at one time or intended to be eaten at the same time

cover	-	i) place setting at table ii) guest in establishment
decanter	-	glass bottle or container into which wines or spirits are poured from their original containers, for serving
demiglace	-	brown sauce made with brown stock
dine and dash	-	a guest who leaves without paying for services (aka walkout)
espresso	-	strong dark coffee, ground very fine and brewed under steam pressure
gratuity	-	money given in appreciation of services
gravy	-	sauce made from pan drippings, roux, stock or water and sometimes milk or cream
guéridon	-	wheeled car consisting of burner and fuel; used for tableside service (aka flambé cart)
guest	-	customer in establishment; recipient of hospitality
guest check	-	numbered bill used by food and beverage establishments
ham	-	conical shaped, cured pork
hops	-	small, pinecone-like, dried flower from the hop vine; used in brewing of beer to add flavour
hors d'oeuvre	-	appetizer served with cocktails or before a meal
house policy	-	anything pertaining to a particular property
imprinter	-	machine used to make impression of credit card details onto credit card voucher
intervention techniques	-	strategies used to reduce risk of guest intoxication
intoxicated	-	altered mental and physical state caused by excessive consumption of alcohol

licensed premises	-	an establishment that has been given legal permission to sell alcohol
malted	-	a process used to germinate grain; involves a chemical change in grain which is important to its function in brewing process
mirepoix	-	equal parts of chopped carrots, celery and onion
mise-en-place	-	'to put in place'; to ensure everything needed is in place ahead of time
monosodium glutamate (MSG)	-	a flavour enhancer
mornay sauce	-	a sauce made of Gruyère cheese and Béchamel
réchaud	-	cooking burner on guéridon
roux	-	cooked mixture of equal parts flour and fat
service charge	-	built in charge, e.g. 15%, sometimes applied to large parties
side car	-	small container which accompanies a drink; holds mix or water
side duty	-	extra duty or task assigned to employee
side stand	-	area of section where extra tablewares and condiments are stored
smallwares	-	portable equipment used in preparation and service of food
suggestive selling	-	to increase amount of guest check by recommending items
tablewares	-	utensils and accessories used to consume and/or enhance meal
tent card	-	display located on table indicating promotions or specials
top sirloin	-	boneless, kidney-shaped, somewhat lean cut of meat
uniform	-	clothing approved by supervisor, worn specifically at work

upgrade	-	to suggest a similar item which is of higher quality than original request
upsell	-	suggestive selling technique offering upgrades or add-ons to increase sale
vichyssoise	-	cold soup made from root vegetables and leeks
vinification	-	process of making wine from grapes
voids	-	cancelled transaction on point of sale system
walk out	-	see dine and dash
wine capsule	-	plastic or metal covering top of wine bottle and cork
wine host	-	guest who orders wine

▼ RESOURCE LIST

The following is a list of resource materials used by the development team when it was suggested by our committee members that confirmation of input might be helpful:

PROFESSIONAL BARTENDING, Lethbridge Community College, September 1991

GROSSMAN'S GUIDE TO WINES, BEERS, AND SPIRITS, 6th revised edition, Harold J. Grossman, revised by Harriet Lembeck; Charles Scribner's Sons, New York, 1977

PROFESSIONAL COOKING, 2nd edition, Wayne Gisslen; John Wiley and Sons Inc., Toronto, 1989

IT'S GOOD BUSINESS - Planning For Business Success With Responsible Service, prepared by Chan Durrant Communications, 2nd draft, April, 1990

